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A. Expectations

As part of The University of Texas Medical Center and working together with our community, the Dell Medical School sets the standard for excellence in integrated, multidisciplinary patient care, pioneering research with meaningful impact, leading innovation in medical education, and catalyzing life sciences entrepreneurship. The Dell Medical School expects all professional-track faculty to be active scholars with vital contributions in their respective areas of contribution which may include research, education, and/or clinical practice.

Faculty will align with the Dell Medical School mission to define the future of health by demonstrating commitment to:

- Building a sustainable academic health system that delivers person-centered, integrated care across the continuum.
- Embracing novel, collaborative solutions to ensure that everyone has a fair and just opportunity to be as healthy as possible.
- Empowering patients, families and communities to be active participants in the health care process through information, access, engagement and agency.
- Cultivating transformative research, entrepreneurship and innovation that leads to real-world impact.
- Equipping faculty, staff and learners with the knowledge and skills necessary to lead the next generation of health care.
- Leading the advancement and use of cutting-edge technologies, data and digital capabilities that serve the needs of patients, physicians, health care professionals, faculty, staff, learners and our community.

B. Track and Title Series Designation

Regular faculty will be designated as tenured, tenure-track, or professional-track at the time of their initial appointment, and for professional-track faculty, their appointments will be designated as either the clinical professor title series or the professor title series. These designations will be documented in each faculty member's initial written letter of appointment.

C. Changing Tracks and Title Series

1. Process

Changes made to a track or title series are made by a formal request from the department chair, following consultation with the faculty member, for consideration by the Dell Medical School Appointment, Promotion, and Tenure Committee.

Faculty members who move from tenure-track to professional-track (and vice versa) are not eligible to change tracks a second time outside of the promotion review process.

2. Changing from Professional-Track to Tenure-Track

Professional-track faculty members in the rank of assistant or associate professor may be moved to a tenure-track assistant or associate professor position, respectively, if merited, as evidenced by the fundamental philosophy, principles and expectations for faculty promotion as outlined above. This change requires approval from the dean and provost or their designees.

3. Changing Title Series Within the Professional-Track

Professional-track faculty members in the rank of assistant or associate professor may be moved to the professional-track clinical professor title series, if merited, as evidenced by the fundamental philosophy, principles, and expectations for faculty promotion as outlined for this professional-track title series.

Professional-track faculty members in the rank of clinical assistant or clinical associate professor may be moved to the professional-track professor title series, if merited, as evidenced by the fundamental philosophy, principles and expectations for faculty promotion as outlined for this professional-track title series.

D. Professional-Track Faculty

Dell Medical School's professional-track is meant to provide a pathway for educators, clinicians and research scientists to be recognized for their scholarly work, expertise, and contributions to the school and University. Dell Medical School supports and encourages its faculty in these activities, recognizing that most of its faculty will have clinical or other obligations that make progression on the tenure-track impracticable. Professional-track faculty are the backbone of the medical school's teaching, education, clinical, and community service missions who the school wishes to recognize through attainment of and progression through professional-track academic rank outside of the traditional expectations of the tenure-track process.

E. Scholarship

The Dell Medical School requires professional-track faculty to be active in scholarship as defined below. Scholarship is broadly defined as the creation and/or dissemination of new knowledge. We have adopted Boyer's model of scholarship (Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching) that expands from traditional research, or the scholarship of discovery, to a broader definition that is more flexible. Boyer's four categories are:

- The scholarship of **discovery** that involves original research that advances knowledge (i.e., basic research);
- The scholarship of **integration** that seeks to interpret, analyze, and/or connect original research or creative work. It involves the synthesis of information across disciplines, across topics within a discipline, or across time (i.e., review articles, book chapters, interprofessional education, science communication, clinical integration across disciplines and professions, or development of regional or national guidelines);
- The scholarship of **application** / engagement that involves the rigor and application of disciplinary expertise (i.e., cooperative state research, education, service on regional or national committees, leadership in professional societies, invited lectures, recognition as a clinical expert); and
- The scholarship of **teaching** and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Requirements of these expanded models of scholarship are that they go beyond the service duties of a faculty member to those within or outside the University and that their results can be shared with, applied, and/or evaluated by peers.

1. Professional-Track, Professor Title Series

Faculty appointed to this title series are expected to play an active and sustained key role in a program of scholarship in an area of expertise, which includes traditional outputs of scholarship (e.g., peer-reviewed publications) in the designated Area of Excellence and garners a reputation beyond the University.

2. Professional-Track, Clinical Professor Title Series

Faculty appointed to this title series are expected to demonstrate active participation in the academic mission of Dell Medical School and active engagement in scholarly activities that derive from and support clinical, teaching, and/or professional service activities. Scholarship is defined broadly and peer-reviewed publications are not required.

F. Areas of Excellence

The Dell Medical School defines four Areas of Review that align with its mission, with promotion in these Areas based on pre-established guidelines for achievement set by the medical school. Professional-track faculty designate an eligible Area of Review as their Area of Excellence. Their designated Area of Excellence must be evaluated and a strong record of accomplishments must be demonstrated in their Additional Contributions to the Academic Enterprise that do not fall under their designated Area of Excellence.

Evidence of clinical expertise is required of all faculty engaged in clinical care, either as the designated Area of Excellence or as a part of Additional Contributions to the Academic Enterprise. Clinical expertise is reviewed only for faculty who provide clinical services.

1. Clinical Expertise

Enable the delivery and measurement of excellent health care, building a sustainable academic health system that delivers person-centered, integrated care across the continuum, with a focus on quality, health equity, population and/or public health, value and/or innovation.

2. Educational Leadership

Enable the provision of exceptional training, mentoring or curricular development and provide fair and committed support for learners, in alignment with the medical school's mission to equip learners with the knowledge and skills necessary to lead the next generation of healthcare.

3. Investigation and Inquiry

Support the development of a rich multidisciplinary environment for research, bringing distinct skills or resources to advance the impact of research, in alignment with the medical school's mission to cultivate transformative research, entrepreneurship and innovation that leads to real-world impact.

G. Additional Contributions to the Academic Enterprise

A record of and evidence supporting a future trajectory of excellence in terms of active, Additional Contributions to the Academic Enterprise more generally must also be clearly demonstrated and is reviewed. The Additional Contributions to the Academic Enterprise might

be made at the intersection of one or more of the Areas of Review.

Activities in the area of Academic and Professional Service that faculty are engaged in that do not fall within their designated Area of Excellence must be included as a part of Additional Contributions to the Academic Enterprise.

For faculty engaged in clinical care who do not have Clinical Expertise as their designated Area of Excellence, their clinical activities must be included as a part of Additional Contributions to the Academic Enterprise. Additional Contributions to the Academic Enterprise offered by the candidate cannot repeat use of accomplishments and performance in the Area of Excellence.

H. Evaluation of Additional Contributions

1. Clinical Expertise

Evidence of expertise and scholarship in a clinical discipline and contributions to clinical practice that are of high quality and significance, including contributions and/or policies that measurably improved the quality and value of patient outcomes and/or population health. A record of leadership in professional societies, membership on editorial boards, development of significant protocols, policies, or technologies, or external recognition or awards received for clinical excellence and/or population or public health is also considered.

2. Educational Leadership

Evidence of expertise and scholarship in teaching and curricular contributions that are of high quality and significance. Teaching may involve medical students, undergraduate and graduate students, residents, fellows, colleagues, and/or learners from other disciplines, and may take a variety of formats, including didactics, precepting, seminars, and clinical supervision. Demonstration of excellence in mentoring and excellent learner evaluations are expected. A record of invited lectureships, leadership in educational societies or committees, peer-reviewed publications, educational materials developed and used by other institutions, or external recognition or awards received for education, teaching, and mentorship are also considered.

3. Investigation and Inquiry

Evidence of expertise in research and scholarly work that is of high quality and significance. Work may focus on laboratory, population-based, clinical, health services, or educational investigations, resulting in the production of scholarly work that has been published in peer-reviewed journals and the demonstration of a financially sustainable line of investigation. A record of local, regional, national, and/or international invited presentations, external recognition or awards for research, service as an editor and/or on editorial boards of scientific journals, service on regional, national, and international committees related to research including grant review panels is also considered.

4. Academic and Professional Service

Academic and Professional Service is not an Area of Excellence, but activities in this area

that do not fall within the candidate's Area of Excellence are reviewed as a part of additional contributions to the academic enterprise.

Academic service is broadly defined as participation in service to the division, department, school, and/or university. Examples include serving on committees, advising students, and involvement or leadership of initiatives to support division, departmental, school, and/or university needs.

Professional service is broadly defined as service to the field or discipline. Examples of professional service include participation in and/or leadership on professional society or field-related committees, boards, panels, etc.; organization of conferences, courses, workshops, or symposia related to the field or discipline, and peer or editorial review for journals.

I. Managing Joint Appointments

Faculty may have joint appointments between departments within the Dell Medical School or joint appointments between the Dell Medical School and another college or school at the University.

For faculty with joint appointments with another college and/or school at the University, the timing of the review will follow the timeline of the other college or school, regardless of whether Dell Medical School or the other college/school is where the primary appointment resides. Therefore, faculty jointly appointed at another college or school at the University could be reviewed earlier than the typical Dell Medical School schedule and still be considered an on-time promotion. See the [UT Austin General Guidelines for Promotion Review of Professional-Track Faculty](#) and the tables below (section H.7) for guidance.

The remainder of this section applies to faculty holding a joint appointment between departments within the Dell Medical School. Information for faculty who hold joint appointments between the Dell Medical School and another college or school can be found in the [UT Austin General Guidelines for Promotion Review of Professional-Track Faculty](#).

(a) Joint Appointment within the Dell Medical School of Less Than 30%

Faculty members holding one or more joint appointments of less than 30% are reviewed only in the department corresponding to the primary appointment. The primary department will conduct one review of the candidate at all levels. The joint department will not conduct a formal review of the candidate's materials nor vote on whether or not to promote the candidate.

The department chair or faculty member will request a letter from the joint appointment(s) department chair evaluating the faculty member's contributions to the joint department(s). The following may also be requested from the department(s) corresponding to the joint appointment(s): (a) input regarding selection of reviewers, (b) participation by eligible faculty in writing the required executive committee statements (if applicable), and (c) optional contributions that may be added to the supplemental materials section of the dossier.

(b) Joint Appointment within the Dell Medical School of at Least 30%

Faculty members in the Professor title series holding a joint appointment of at least 30% must be reviewed by an ad hoc committee with membership corresponding to both the primary and joint appointments. (Faculty members in the Clinical Professor title series are not reviewed at the executive committee/ad hoc committee level.)

Regardless of the title series, the department chair will conduct an independent review of the candidate's dossier.

The department chair corresponding to the candidate's primary appointment is responsible for coordinating with the department chair corresponding to the candidate's joint appointment for the development of the dossier, including: (1) selection and solicitation of reviewers, and (2) if applicable, selection of the ad hoc committee charged with reviewing the dossier, writing the required executive committee statement for each area of review, and voting on their recommendation regarding promotion of the candidate. Note that the faculty members on the ad hoc committee assigned to write each of the executive committee statements must meet eligibility requirements and represent both the primary and joint departments.

J. Timing of Review

Faculty promotion is based on excellence in performance and scholarship. Candidate performance will be based on pre-established metrics of success set by the medical school, and scholarship is defined broadly as the creation and/or dissemination of new knowledge through discovery, integration, application, or teaching. Promotion requires a formal review of the candidate's achievements, including an assessment of the candidate's success in accomplishing their duties, the impact and the quality of the contributions, and/or specific services rendered, as demonstrated by the candidate's body of work, letters of evaluation, and the evaluations from students, residents, patients and peers, if applicable.

1. Readiness for and Initiating Promotion Review

Readiness for promotion review will be determined by the department chair. Discussions between faculty members and the department chair or their designee should occur each year during the annual evaluation process that is required for all faculty members. A faculty member is officially a candidate for promotion once external or internal reviews for promotion have been solicited. At that point, all promotion candidates have the right for their promotion case to progress through all levels of review at the University and only the candidate may withdraw a case before consideration by the president's committee. In certain circumstances, faculty can invoke the right to be considered for promotion and the department chair's endorsement of readiness for promotion is not required. Details can be found below in (section J.3) Invoking the Right of Consideration to be a Candidate for Promotion Review.

2. Procedures

Promotion within the regular faculty structure requires a formal review of the candidate's credentials, including an assessment of the candidate's success in accomplishing their duties, the impact and the quality of the contributions, and/or specific services rendered, and the

evaluations of students, residents, patients and peers, if applicable. The department chair, or designee, will be responsible for counseling individual faculty members on career development and preparation during their evaluations and throughout the year for ongoing mentorship and promotion. The department chair, or designee, will meet annually with each faculty member to discuss accomplishments during the previous year, responsibilities, and expectations for the coming year. At this time the faculty member's career goals and progress towards promotion and any evaluations on the faculty are reviewed.

Typically, the chair of the department, the division director, or the departmental executive committee initiates the request for promotion but initiation of the request for promotion may also occur by individual faculty through a direct request to the department chair.

Promotion review will be achieved through a multi-step process that is initiated upon recommendation of the department chair to the Dell Medical School Faculty Appointment, Promotion, and Tenure Committee. The dean reviews and provides their assessment and recommendation to the President's Review Committee. Recommendations are made to the president for review and appropriate action.

Promotion review for Professional-Track faculty of the Dell Medical School follows a triannual review process wherein there are three separate "review cycles" in which the faculty may be reviewed. Review during a cycle begins with initiation of request for promotion and proceeds with formal review through all levels at the University. For detailed information on the scheduled triannual review cycles for the academic year, please see the Faculty Appointments, Promotion, and Tenure page on the Dell Medical School Faculty Academic Affairs webpage.

For detailed information on roles and responsibilities of the candidate, committees, and department chair, as well as instructions for dossier assembly, please see the 2025-26 Dell Medical School Guidelines for Promotion for Professional-Track Faculty on the Dell Medical School Faculty Academic Affairs webpage.

For faculty with joint appointments with another school and/or college at the University, the timing of the review will follow the timeline of the other school or college, regardless of whether Dell Medical School or the other school/college is where the primary appointment resides. Information for faculty who hold joint appointments between the Dell Medical School and another college or school at the University can be found in the [UT Austin General Guidelines for Promotion Review of Professional-Track Faculty](#).

3. Invoking The Right of Consideration to be a Candidate for Promotion Review

Except when subject to restrictions imposed by disciplinary sanctions, professional-track faculty members have the right to be considered for promotion as early as their tenth year of service in rank after completing at least two full academic years in service in the same rank at the University. Note that the count of effective years in rank does not include any year to which a personal circumstances flag has been applied.

- a. To invoke this right of consideration, the professional-track faculty candidate must advise their department chair of their request to be considered for promotion.
- b. The case shall be reviewed for promotion at all levels, including the president unless the candidate (1) withdraws the case prior to review by the president's committee, (2) resigns from the University, or (3) is terminated by the University for disciplinary reasons in accordance with [Regents Rule 31008](#) and [UT Systemwide Policy \(UTS\) 198](#).
- c. Should the professional-track faculty candidate not be promoted after invoking their right of consideration for promotion review, then
 - i. The professional-track faculty candidate may be considered for promotion during any subsequent review cycle deemed appropriate by their departmental executive committee and department chair; and
 - ii. When not subject to restrictions imposed by disciplinary sanctions, the professional-track faculty candidate may again invoke their right to be considered for promotion review following completion of a minimum of five additional full academic years of service. The first year of this five-year count starts in the first academic year after the negative promotion decision.

4. Effective Years in Rank

Promotion to associate professor requires seven effective years of service in rank at assistant professor, and promotion to professor requires seven effective years of service in rank at associate professor in order to be considered an on-time promotion. Promotion effective dates for professional-track faculty are dependent upon the cycle in which the candidate is reviewed.

Professional-track faculty accrue one effective year in rank at UT Austin when at least nine months of full-time academic service have been completed during the University's academic year (September 1 – August 31). An academic year does not count as an effective year in rank if the professional-track faculty member has an approved personal circumstances flag associated with that year.

If a professional-track faculty member is laterally reclassified from one professional-track title series to another during their career at UT Austin, then the number of effective years in rank is not reset at the time of a reclassification. Therefore, a faculty member with three effective years in rank as an Assistant Professor of Medicine and three effective years in rank as a Clinical Assistant Professor of Medicine has accumulated six effective years in rank.

5. Minimum Amount of Qualifying Service at UT Austin

All candidates for promotion must complete a minimum of two effective years in rank at UT Austin before the start of the academic year in which their promotion case is reviewed.

6. Electing to Combine Service at UT Austin with Time Worked at Prior Institution(s)

Candidates who were appointed as a professional-track (or equivalent) faculty member at the equivalent rank at one or more other institutions immediately prior to their appointment as a professional-track faculty member at UT Austin may elect to combine effective years in rank at UT Austin with no more than three full years of service at the other institution(s) to satisfy

the requirements for on-time promotion. In addition, the candidate must satisfy the minimum required effective years in rank at UT Austin.

The candidate must inform (by email) their department chair and the Dell Medical School Office of Faculty Academic Affairs that they have elected to be considered under the combined service option. The Dell Medical School Office of Faculty Academic Affairs will then send the request to the Provost’s Office.

The candidate’s record of combined service will be evaluated using the same expectations as if the candidate had completed all effective years in rank at UT Austin. And promoting a faculty member must be in the best interest of the department, school, and University.

7. Sample Timelines for On-Time Promotion Review

Table 1. Professional-Track Faculty		
	No Joint Appointment or Joint Appointment within the Dell Medical School	Joint Appointment with Another College or School at the University
Year of Dossier Prep	6 th year in rank	5 th year in rank
Year of Review	7 th year in rank	6 th year in rank
Year promotion is effective	Promotion effective dates are in the 7 th or 8 th year in rank, dependent upon the cycle in which the candidate is reviewed	September 1 of 7 th year in rank
<p>*There is no mandatory review for professional-track faculty, so that timing of promotion review may occur later than the years indicated above. Promotion review prior to the timelines above are considered accelerated.</p> <p>*Promotion effective date for positions outside of the Dell Medical School will be August 16th of 7th year in rank.</p>		

8. Accelerated Review

Cases that are reviewed prior to the year designated for an on-time review are accelerated.

Accelerated cases must be fully explained and justified by the dean and department chair and should only be put forward for review when a compelling case can be made that the candidate’s record and potential for continuing excellence is truly exceptional in their designated Area of Excellence and in their Additional Contributions to the Academic Enterprise, and that accelerated promotion is in the University’s best interest.

In most cases, the University will benefit from the evidence gathered from fulfillment of the entire number of effective years in rank or of elected combined service to satisfy an on-time

review prior to making a promotion decision because this information offers more consistent and reliable evidence to demonstrate a continuing trajectory of excellence in the professional context and environment of UT Austin.

K. Status of Continuing Appointment

No professional-track member of the faculty should expect continuing appointment beyond the term of their current appointment. The possibility of contract renewal is based upon successful evaluation each year and the needs of the program. In contrast to the tenure-track faculty, there is no expectation that professional-track faculty must progress up the academic ranks. However, there is a strong expectation that professional-track faculty continue to contribute to the school's mission throughout their appointment. Their ongoing contributions are assessed on an annual basis within their respective departments.

L. Title-Specific Expectations

Candidates must demonstrate success relative to the following expectations in order to be ready for promotion review. In all cases, academic, licensure, and board credentials congruent with the expectations of a research-intensive university, school and department and the individual's assigned responsibilities are required.

1. Promotions in the Professor Title Series

a. Promotion from Assistant Professor to Associate Professor:

- Evidence of peer recognition reflected by an emerging regional or statewide reputation as a clinician, educator, and/or researcher and a major contributor to their field of expertise.
- Evidence of a track record and strong trajectory of scholarly achievement, including peer-reviewed publications, reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
- Evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues, if applicable.
- Evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are regionally distinguished, if applicable.
- Evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

b. Promotion from Associate Professor to Professor:

- Evidence of peer recognition derived from a sustained regional or statewide reputation and emerging national reputation as a top clinician and/or educator and/or researcher in the field of expertise.
- Sustained scholarly achievement, including peer-reviewed publications, reflected in peer recognition of works from original research, clinical observations, educational programs, etc.
- Sustained evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues, if applicable.
- Sustained evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are regionally and nationally

distinguished, if applicable.

- Sustained evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

2. Promotions in the Clinical Professor Title Series

a. Promotion from Clinical Assistant Professor to Clinical Associate Professor:

- Evidence of active, sustained participation in academic missions of Dell Medical School.
- Evidence of participation in scholarly activities that derive from and support clinical, teaching, and professional service activities. Scholarship is defined broadly and peer-reviewed publications are not required.
- Evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues for faculty engaged in teaching.
- Evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that are distinguished, if applicable.
- Evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

b. Promotion from Clinical Associate Professor to Clinical Professor:

- Evidence of active, sustained participation in academic missions of Dell Medical School.
- Evidence of sustained active engagement in scholarly activities that derive from and support clinical, teaching, and professional service activities. Scholarship is defined broadly and peer-reviewed publications are encouraged.
- Sustained evidence of excellence in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, or colleagues for faculty engaged in teaching.
- Sustained evidence of excellent clinical skills and patient satisfaction, clinical innovations, clinical research and/or programs that distinguished, if applicable.
- Sustained evidence of participation in programs that measurably improve patient outcomes and development of new clinical approaches and innovation in specialty, if available.

Representative examples of evidence of achievement in Areas of Excellence for these ranks for both professional-track title series can be found on the Dell Medical School Office of Faculty and Academic Affairs webpage.

M. Possible Outcomes Following Consideration for Promotion

Upon consideration for promotion the executive committee(s) or equivalent governing committee(s) (if applicable depending on title series), department chair(s) of their department(s), Dell Medical School Faculty Appointment, Promotion, and Tenure Committee, and dean shall recommend that they:

A. Be promoted in rank; or

B. Be denied promotion and they remain at the current rank.

The president of the University of Texas at Austin makes the final decision on promotions for all professional-track candidates.