Guidelines for Decisions on Faculty Promotion, Non-Tenure Stream

March 15, 2010

Overview

This document describes the process and criteria for promotion or initial hiring of faculty at ranks of associate and full professor for the School of Education. It is an elaboration, for the School of Education, of the criteria and guidelines contained in the Faculty Handbook. The document consists of three parts: Part I considers the qualifications for promotion to or appointment as Professor; Part II considers the qualifications for promotion to or appointment as Associate Professor; and Part III describes the procedures to be followed to initiate and carry through the promotion process. There is then a Process Flow Chart for non-tenure stream colleagues, Sample Requests for Reference letters and a Professional Activity Chart detailing a sample of activities of non-tenure stream professionals across departments to demonstrate the diversity of roles.

The promotion of the Faculty depends on their clearly demonstrated and potential contributions to the mission of the School of Education. Whatever one's expertise, each member of the Faculty has these responsibilities related to the mission of the school:

1. To prepare persons for effective practice and positions of influence in the profession of education.
2. To prepare scholars for teaching and/or research positions in colleges and universities, educational or policy research organizations, governmental agencies, foundations, and industry.
3. To advance and disseminate knowledge about educational processes, practices, policies and problems that have regional, national, and/or international relevance and that are amenable to scholarly analysis and research, both basic and applied.
4. To apply such knowledge to bring about improvements in educational practice and policy, principally in educational institutions and settings.

Candidates will differ in the extent to which they have achieved excellence in these various functions, and some faculty assignments may involve different levels of activity in the four areas.
Our profession includes a wide range of scholars. Some contribute to the disciplines that their students will be teaching (e.g., instruction and learning methods faculty). Some contribute to our understanding of how students learn and/or how teachers think. Some combine study of children's needs with a scholarly effort to understand effective advocacy. Some design, implement, and analyze the effectiveness of new programs to foster learning and development. Some excel in teaching and document how that excellence is achieved. The promotion process applies to all four areas listed above and is fundamentally a decision about the likelihood that the candidate will sustain his or her ability to make substantial contributions in each. While a substantial portion of the faculty must be contributing to a science of instruction, the School recognizes the role of many other forms of scholarship and attempts to apply internationally shared standards of quality to each form. This is also true for non-tenure stream appointments and promotions. (see attachment of sample roles)

The candidate must prepare a credentials document that includes the case for promotion with clearly documented supporting evidence. The evidence is used by the Promotion and Tenure Committee in its entirety to make judgments of the quality and external recognition of a candidate's work. These judgments will reflect rigorous academic standards, and will be formed based on the soundness and validity of the case put forth in the dossier and on current trends and needs within a given field of study.

Fundamentally, the rank of **professor** in the non-tenure stream is recognition that a faculty member is seen nationally and often internationally as a major contributor to his or her field. That is, the person is widely known for a body of work that has influenced the teaching and scholarship of the profession.

Fundamentally the rank of **associate professor** in the non-tenure stream is recognition that a person is well launched towards becoming a significant contributor to his or her profession. The rank of associate professor indicates similar excellence and persistence in professional activity and demonstration as a significant contributor to the School but, due to the varied nature of non-tenure stream appointments, contributions may be more clinical in nature.

Promotion decisions are inherently competitive decisions. Every appointment and promotion decision, both tenure and non-tenure stream, represents, in part, a decision about the direction the School is taking. Accordingly, it is possible that a candidate would merit promotion in another institution that has different goals but not here in our School.

The School of Education is equally concerned with the non-tenure stream candidate’s future potential as a teacher, clinician, and his or her future potential as a scholar. Each area of contribution can be predicted in part from excellence in the other. However, it is easier to confirm internal judgments of potential at the non-tenure stream level based upon clinical productivity, since that is work that is potentially visible to the leaders of our field by contributing to the understanding of clinical practice. It is important that both School faculty participating in the review process and outside referees find the case for promotion compelling.

---

1 Different aspects of the promotion and/or promotion process involve different kinds of decisions. The issue of match of a candidate to School goals will generally be considered primarily in departmental recommendations and in the dean’s review of recommendations after action at the levels of the department and the Promotion and Tenure Committee.
The School of Education is a professional school. As such, its faculty have a special obligation to engage in professional practice that is relevant to the profession of education, and applied research and practice are of great importance. The criteria for evaluating scholarship in non-tenure stream candidates must include applicability to the profession of education. Similarly, as a school focused on the profession of education, we especially value, and insist upon, high quality teaching and other forms of professional practice as criteria for promotion. Other such forms of practice may include such things as work in schools with school professionals to develop and disseminate models of instruction that positively impact student learning.

NON-TENURE STREAM PROMOTION

In general, the School seeks the same excellence in quality and productivity of non-tenure stream colleagues as those in the tenure stream. However, the nature and focus of the work of non-tenure stream candidates for promotion should reflect the specific nature of the duties and assignments they are hired to fulfill. We recognize that the nature of the non-tenure appointments may vary considerably across various departments and over time, hence, each candidate for promotion must be judged on their individual merits based on specific responsibilities that define their work in and for the School.

Part I: Professor

The rank of professor is the highest "ordinary" rank of faculty. While it is important, in order to allow a rich variety of competencies to be recognized, to establish a tradition of flexibility in conferring this rank, it is also important to establish a tradition of rigor and high standards. There are several reasons for this: first, not everyone who has long service with the University will necessarily become a professor; second, professors in a faculty form the national visible representatives of that Faculty; third, it is the responsibility of professors to provide leadership and support to the rest of the faculty. Non-tenure stream appointments and the nature of non-tenure work is often marked by a pointed need for flexibility and responsiveness to the particular needs of the School, departments and academic programs, as well as, regional education agencies and schools. This characteristic of non-tenure status often precludes the development of a systematic and focused research or professional agenda. Because of the highly variable nature of the work and interests of non-tenure stream faculty, it is important for the candidate to indicate the area(s) of focus for decisions of promotion. To obtain the rank of non-tenure stream professor, an individual must demonstrate world-class excellence in at least one of the areas of professional activity and research, teaching and service. The individual must excel in the assignment they are hired to fulfill.

Professional Activity and Clinical Practice

The fundamental definition of world-class professional activity and research is that one’s work is widely cited by professionals in other institutions and/or held by the field to be of importance. Professional activity and research activities are organized into three categories: Clinical Practice,

---

2 In the not-so-distant past, “non-tenure stream” was frequently used as a label for “part-time” or “adjunct” instructors often used to teach additional coursework for undergraduate or entry-level graduate students. Non-tenure indicated some lack of “tenurable” credentials in education or experience. As times and resources have shifted, fewer tenure stream positions have become available, especially for graduates of a program who wish to stay in the region. In past times, many of these graduates of a home institution may have been hired into the tenure stream as evidenced by the number of current tenure-stream colleagues who are also graduates of the School and/or University. Today it is much more likely that a non-tenure stream colleague will have the same qualifications as their tenure stream peers, even at times having more clinical/practical experience in and with schools as a result of a more clinically-oriented preparation. Non-tenure colleagues are most often today, full-time, central faculty, often crucial to the academic and service missions of the programs, departments, and the School. As critical colleagues to the Mission and professional life of the School, issues of initial appointment and promotion are of concern to all members of the faculty.
Educational Products, and Grants and External Funding. Examples of evidence that may reflect world-class strength in these categories are described below.

*Clinical Practice.* Candidates should demonstrate systematic growth in one or more areas of clinical practice and across a variety of forms (work with schools, work with educational agencies, work with national and international resources supporting agencies, etc.), which demonstrate a significant contribution to the field. The standard of world-class strength is roughly that major practitioners in the candidate’s discipline recognize the work as an important contribution of which those in the discipline should be aware. Quality, quantity, and sustained programmatic focus as well as impact are important. Evidence of such strength in this category includes published articles in refereed journals, chapters in refereed books, published novels, poems, journalistic accounts, artifacts of the clinical published work such as reports, articles, book chapters, testimony to government agencies, etc. Refereed proposals and invited addresses presented at conferences of professional organizations are also included in this category. There is no requirement as to the type of methodology or medium, but evidence of scholarship needs to go beyond advice to practitioners. One indicator of world-class strength of contributions is that many practitioners have cited and/or use the artifact in their work. Another indicator is recognition in important reviews and other summative documents (e.g., textbooks, policy monographs, etc.).

Candidates should submit an explanation of their role in any collaborative work, and should be aware that preliminary versions of work (prepublication manuscripts, early versions of educational products or innovative teaching materials, etc.) will be treated during the review for promotion and/or tenure as evidence of works in progress. While preliminary examples can be important in forming judgments about the productivity of a candidate, this work alone will be insufficient to justify promotion. Recommendations for promotion will be based principally on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.

*Educational Products.* Evidence of world-class strength in this category includes tangible products such as those mentioned above and may also include textbooks, unique courseware designs, reports for direct consumers such as evaluation reports, staff development packages, school district curricula and student materials, etc. Candidates should have produced several products that were both well-reviewed nationally and adopted or purchased widely in major research universities and/or school districts. Evidence may also include projects that meet the needs of the School or educational agencies in the region or state that do not necessarily involve grants and external funding.

*Grants and External Funding.* Evidence of world-class strength includes grants and contracts from federal, foundation, and other sources, especially when the funds are awarded on a competitive basis involving some level of peer review. The grants should be for clinical practice, research, course development, instructional product development, or a professional development project that is relevant to the educational mission of the School. It is desirable that a candidate will have received several grants and have served as principal investigator, but other forms of participation in grants can also be important (e.g., providing expertise as part of a collaborative team for the grant or coordination and management of grants with the faculty). These grants should enhance the reputation of the School. Funded projects that support students or post-doctoral fellows will be given somewhat more weight. Significant effort on grants that were not funded but were nonetheless relevant to the candidate's work can be included in the dossier.

Candidates should submit an explanation of their role in any collaborative work related to scholarship, educational products and/or grants and external funding, and should be aware that preliminary versions of work (prepublication manuscripts, early versions of educational products or innovative teaching materials, etc.) will be treated during the review for promotion as evidence of works in progress. While preliminary examples can be important in forming judgments about the productivity of a candidate, this work alone will be insufficient to justify promotion. Recommendations for promotion will be based principally on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.
Teaching and Mentoring
Promotion to professor requires significant strength in the area of teaching and mentoring. Teaching includes classes, seminars, special lectures, or other group activity. Mentoring activities include both formal and informal advisement of students and other clinical supervision of the School’s students and/or work that requires heavy involvement of students in academic programs. Evidence may include the quality of a candidate’s guidance of students in preparing theses and dissertations, developing professional papers, and in their career development and placement. When a promotion case is based foremost on teaching, there must be evidence that the candidate’s teaching has been sufficiently innovative and of such quality that it would be considered a major asset by the research universities to which the University of Pittsburgh compares itself.

Evidence of exceptional strength in teaching and mentoring is organized into three categories. The first reflects the candidate's Preparation and Delivery of Content, Skills, and Processes as presented in classes, special lectures, guidance of independent or directed studies, and workshops. The second category encompasses the Advisement and Mentoring of students in several areas, including program planning, research, development of professional papers, thesis and dissertation writing, and career development and placement. The third category, Curricular Evaluation, Revision and Development reflects the candidate's contribution in this area.

Preparation and Delivery of Content, Skills and Processes. Evidence of exceptional strength in this category includes course design and implementation in ways that show consistent revision and upgrading of courses and appropriate use of new technologies in the candidate's field of study. There should be evidence of logical connections between what is to be learned, the procedures students are expected to use for learning, the products expected from students that demonstrate learning, and the feedback assessment and evaluation procedures used in the teaching format. Course syllabi, teaching notes, directions to students for products, reading lists, feedback to students, and assessment of learning and behavior change by tests, papers, performance, invention, discovery, changes of attitude or insight, or other measures of achievement fall in this category. In addition to the above materials, candidates must submit at least two pieces of evidence of the quality of their in-class teaching. Student evaluations from at least five courses selected by the candidate must be included and constitutes one piece of evidence. Candidates are encouraged to include additional evidence of the quality of their classroom instruction, such as in-class observations, a videotape of a candidate's teaching, peer review, etc. Providing opportunities for students in one’s clinical and/or research projects is an important component of mentoring. In addition, mentoring can involve providing opportunities for students and other educators (teachers, part-time faculty, etc.) to practice and refine their own teaching skills and strategies. This might involve assisting with course or materials development, planning of class sessions, observation and feedback, reviewing student work, co-teaching a course, etc.

Advisement and Mentoring. Demonstrated strength in this category requires evidence of the mentoring of students in ways that lead to successful academic work and placement in career lines, both academic and applied. Relevant evidence includes abstracts of dissertations, theses and papers published by the candidate's advisees as well as graduates, and letters solicited from graduates that describe their professional progress and achievements in the field, the influence they believe the candidate had on their progress and achievements, and an evaluation of the candidate's advising and mentoring skills. Candidates should also provide evidence of the progress of their advisees, which would usually include the nature of the contacts, issues discussed, and progress toward program completion.

Curricular Evaluation, Revision and Development. Demonstrations of strength in this category require evidence of the candidate's curricular contribution to their program, department, and/or to the School or University. This category may include the development of innovative teaching materials or methods. For example, a candidate who shows significant leadership in developing and introducing technology into courses in ways that increase student learning, who sponsors innovative fieldwork,

---

3 In the case of a recent appointee, such as a non-tenure associate professor being considered for promotion early in the second year, the dean may adjust this number downward.
internship or service opportunities, or who develops distance education courses could cite this work as evidence in this category.

An additional area of relevance may involve the coordination and/or administration of an academic program. The candidate should demonstrate progress in the design and/or implementation of new programming policies and procedures particular to the program they oversee. Included in this may be evidence of increased enrollment and improvements in areas such as public relations, recruitment, or the admissions process.

**Professional Service**

Professional service activities are organized into three categories: national and international service, regional and local service, and University service. Additionally, consulting at any level is considered service as well although, depending upon its nature, the work may be considered as Professional Activity.

**National and International.** Evidence of substantial contributions in this category includes service on national committees such as those of the National Research Council, national boards of a discipline such as English or Mathematics, or editorial boards of appropriate nationally-recognized journals such as those of professional associations or highly respected university-based journals. Reviewing the work of peers (refereeing a paper, serving as a discussant at a conference, etc.), invited addresses and symposia associated with professional associations are also included in this category. Candidates must show that they have received invitations for such service and that they have contributed significantly in this area by sustained performance. National office in a major professional organization of relevance to education is another form of service that is often relevant. Work in this area may also reflect collaborative activities with colleagues, both nationally and internationally, that has high levels of visibility and impact in the field.

**Regional and/or Local.** Evidence of substantial contributions in this category includes active roles in regional and/or local, often community-based and/or school-oriented organizations, pro-bono board service to community outreach organizations and service on blue ribbon panels, both advisory and judgeships. Founding an organization of this type or designing and implementing a major component of such an organization in which the component is long standing and a recognized success, or a professional practice with a program that has as its objective a major community and/or school transformation are examples of particularity substantial contributions. Charity donations of time for tutoring or general advice do not count in this area.

**University.** Evidence of substantial contributions in this category comes from active participation in the responsibilities of policy formulation and administration in the University, School, department and/or program. The most common form of service in this category involves memberships on committees, but other activities may provide evidence of substantial contributions (e.g., agreeing to serve as a liaison between local schools and the University at the invitation of the Dean). Sheer numbers of activities are not sufficient evidence of the quality of a candidate's University service; rather, evidence must be provided of the nature and relevance of the activities to the University, School, department and/or program (statements describing a candidate's committee leadership, committee products, etc.).

**Consulting.** The primary consideration in evaluating professional service is the quality of the work, whether it is of such unique character that it helps to build a discipline, and whether it is a substantial public service. Public service includes work that takes the educational expertise of the School to Pre-K-16 learning environments embedded in the community. Developing field experiences for pre- or in-service educators and/or working broadly to support the School’s or another vital educational organization’s Mission with respect to Pre-K-16 education all serve as solid evidence in this area. Consequently, all work – whether separately compensated or considered part of the candidate’s work for the University – will be considered in promotion decisions. The dossier should include clear information about the extent of externally compensated work performed by the candidate.
Part II: Associate Professor

To obtain the rank of associate professor, an individual must demonstrate excellence in clinical practice, teaching, and professional service. Non-tenure stream appointments and the nature of non-tenure work is often marked by a pointed need for flexibility and responsiveness to the particular needs of the School, departments and academic programs as well as regional education agencies and schools. This characteristic of non-tenure status often precludes the development of a systematic and focused research or professional agenda. Because of the highly variable nature of the work and interests of non-tenure stream faculty, it is important for the candidate to indicate the area(s) of focus for decisions of promotion. Unlike the expectation of a somewhat balanced dossier of tenure-stream candidates, the non-tenure colleague may present a more focused dossier with primary emphasis areas while still addressing all three areas of excellence: professional activity and clinical practice, teaching and service.

Professional Activity and Clinical Practice

The fundamental definition of excellence in professional activity and clinical practice is that the candidate has demonstrated successful pursuit of a systematic program of professional practice that colleagues in the field believe holds promise of becoming a world-class level of contribution over the next decade. Professional activity and clinical practice is organized into three categories: Clinical Practice, Educational Products, and Grants and External Funding. Examples of evidence that may reflect significant strength in these categories are described below.

Clinical Practice. Candidates should demonstrate systematic growth in their clinical practice. Quality, quantity, and potential for impact are all important factors. Evidence in this category includes work with schools, with educational agencies, work with national and international resources supporting agencies, etc. which demonstrate a significant contribution to the field. Refereed proposals and invited addresses presented at conferences of professional organizations are also included in this category. Given the nature of non-tenure stream work, professional publications that are recognized for excellence but that are outside the refereed venues mentioned above may also be considered as strong evidence of professional activity as a form of clinical practice. Non-tenure appointments that emphasize clinical practice may also rely on evidence of ongoing contributions towards an identified research agenda.

Educational Products. Evidence of strength in this category includes tangible products such as those mentioned above and may also include textbooks, unique courseware designs, reports for direct consumers such as evaluation reports, staff development packages, school district curricula and student materials, etc. Candidates should have produced products that were both well-reviewed nationally and adopted or purchased widely in major research universities and/or school districts. Evidence may also include projects that meet the needs of the School or educational agencies in the region or state that do not necessarily involve grants and external funding.

Grants and External Funding. Evidence of strength includes grants and contracts from federal, foundation, and other sources, especially when the funds are awarded on a competitive development basis involving some level of peer review. The grants should be for clinical practice, course, product development, or some other professional development effort that is relevant to the educational mission of the School. It is desirable that a candidate will have received grants and have served as principal investigator, but other forms of participation in grants can also be important (e.g., providing expertise as part of a collaborative team for the grant). Evidence in this category can also include coordination, management, and supervision of grants with other faculty. Funded projects that support students or post-doctoral fellows will be given somewhat more weight.

Candidates should submit an explanation of their role in any collaborative work related to scholarship, educational products and/or grants and external funding, and should be aware that preliminary versions of work (prepublication manuscripts, early versions of educational products, or innovative teaching materials, etc.) will be treated during the review for promotion as evidence of works in progress.
While preliminary examples can be important in forming judgments about the productivity of a candidate, this work alone will be insufficient to justify promotion. Recommendations for promotion will be based principally on the quality and impact of work that has been completed and published, printed, implemented, or available in its final form.

**Teaching and Mentoring**

Promotion to associate professor may require evidence of strength in the area of teaching and mentoring. Teaching includes classes, seminars, special lectures, or other group activity. Mentoring activities include both formal and informal advisement of students and other clinical supervision of the School’s students and/or work that requires heavy involvement of students in an academic program. Evidence may include the quality of a candidate’s guidance of students in preparing theses and dissertations, developing professional papers, and career development and placement. When a promotion case is based foremost on teaching, there must be externally reviewable evidence that the candidate’s teaching has been sufficiently innovative and of such quality that it would be considered a major asset by the research universities to which the University of Pittsburgh compares itself.

Evidence of strength in teaching and mentoring is organized into three categories. The first reflects the candidate's Preparation and Delivery of Content, Skills, and Processes as presented in classes, special lectures, guidance of independent or directed studies, and workshops. The second category encompasses the Advisement and Mentoring of students in several areas, including program planning, research, development of professional papers, thesis and dissertation writing, and career development and placement. The third category, Curricular Evaluation, Revision and Development reflects the candidate's contribution in this area.

**Preparation and Delivery of Content, Skills, and Processes.** Evidence of strength in this category includes course design and implementation in ways that show consistent revision and upgrading of courses and appropriate use of new technologies in the candidate's field of study. There should be evidence of logical connections between what is to be learned, the procedures students are expected to use for learning, the products expected from students that demonstrate learning, and the feedback assessment and evaluation procedures used in the teaching format. Course syllabi, teaching notes, directions to students for products, reading lists, feedback to students, and assessment of learning and behavior change by tests, papers, performance, invention, discovery, changes of attitude or insight, or other measures of achievement fall in this category. In addition to the above materials, candidates must submit at least two pieces of evidence of the quality of their in-class teaching. Student evaluations from at least four courses selected by the candidate must be included and constitutes one piece of evidence (the submission of evaluations from all of the candidate’s courses is encouraged but not required). Candidates are encouraged to include additional evidence of the quality of their classroom instruction, such as in-class observations, a videotape of a candidate’s teaching, peer review, etc. Providing opportunities for students in one’s clinical and/or research projects can be an important component of mentoring. In addition, mentoring can involve providing opportunities for students and other educators (teachers, part-time faculty, etc.) to practice and refine their own teaching skills and strategies. This might involve assisting with a course or materials development, planning of class sessions, observation and feedback, reviewing student work, co-teaching a course, etc.

**Advisement and Mentoring.** Demonstrated strength in this category requires evidence of the mentoring of students in ways that lead to successful academic work and placement in career lines, both academic and applied. Relevant evidence includes abstracts of dissertations, theses and papers published by the candidate's advisees and/or graduates, exemplary work products produced under an instructor’s guidance, evidence of student’s understanding and application of key concepts in clinical settings, and letters solicited from graduates that describe their professional progress and achievements in the field, the influence they believe the candidate had on their progress and achievements, and an evaluation of the candidate's advising and mentoring skills. Candidates should also provide evidence of the progress of their advisees, which would usually include the nature of the contacts, issues discussed, and progress toward program completion.
Curricular Evaluation, Revision and Development. Demonstrations of strength in this category require evidence of the candidate's curricular contribution to their program, department, and/or to the School or University. This category may include the development of innovative teaching materials or methods. For example, a candidate who shows significant leadership in developing and introducing technology into courses in ways that increase student learning, who sponsors innovative fieldwork, internship or service opportunities, or who develops distance education courses could cite this work as evidence in this category. An additional area of relevance may involve the coordination and/or administration of an academic program. The candidate should demonstrate progress in the design and/or implementation of new programming policies and procedures particular to the program they oversee. Included in this may be evidence of increased enrollment and improvements in areas such as public relations, recruitment, or the admission process.

Professional Service

Professional service activities are organized into three categories: national and international service, regional and local service, and University service. Additionally, consulting at any level is considered as service as well (though depending on the nature of the work it might also be considered in other major categories such as Professional Activity).

National and International. Evidence of contributions in this category includes service on national committees such as those of the National Research Council, national boards of a discipline such as English or Mathematics, or editorships of appropriate nationally-recognized journals such as those of professional associations or highly respected university-based journals. Reviewing the work of peers (refereeing a paper, serving as a discussant at a conference, etc.), invited addresses and symposia associated with professional associations are also included in this category. Work in this area may also reflect collaborative activities with colleagues, both nationally and internationally, that has the potential for high levels of visibility and impact in the field.

Regional and/or Local. Evidence of substantial contributions in this category includes active roles in regional, often community-based and/or school-oriented organizations, pro-bono board service to community outreach organizations and service on blue ribbon panels, both advisory and judgeships. Founding an organization of this type or designing and implementing a major component of such an organization in which the component is long standing and a recognized success, or a professional practice with a program that has as its objective a major community and/or school transformation are examples of particularly substantial contributions.

University. Evidence of substantial contributions in this category comes from active participation in the responsibilities of policy formulation and administration in the University, School, department and/or program. The most common form of service in this category involves memberships on committees, but other activities may provide evidence of substantial contributions (e.g., agreeing to serve as a liaison between local schools and the University at the invitation of the Dean). Sheer numbers of activities are not sufficient evidence of the quality of a candidate's University service; rather, evidence must be provided of the nature and relevance of the activities to the University, School, department and/or program (statements describing a candidate's committee leadership, committee products, etc).

Consulting. The primary consideration in evaluating professional service is the quality of the work, whether it is of such unique character that it helps to build a discipline, and whether it is a substantial public service. Public service includes work that takes the educational expertise of the School to Pre-K-16 learning environments embedded in the community. Developing field experiences for pre- or in-service educators and/or working broadly to support the School’s or other vital educational organization’s mission with respect to PreK-16 education all serve as solid evidence in this area. Consequently, all work—whether separately compensated or considered part of the candidate’s work for the University—will be considered in promotion decisions. The dossier should include clear information about the extent of externally compensated work performed by the candidate.
Part III: Procedures

The procedures to initiate and carry through the promotion process for non-tenure stream candidates in the School of Education are outlined below.

1. The department chairperson and the departmental faculty may initiate the promotion process, or, the candidate may do so by communicating with the department chairperson and the associate dean. The department chairperson should discuss with the candidate the possibility of soliciting a mentor to advise and guide the candidate throughout the promotion process. Candidates are strongly encouraged to work with a mentor, who is normally a faculty member senior in rank to the candidate. The department chairperson should inform the Dean's Office before April 1 of those faculty members who wish to be considered for promotion during the following academic year. While consideration for promotion of non-tenure stream candidates can be conducted at any time through the academic year, it is suggested that candidates for promotion to Associate Professor should have delivered a completed dossier to the Promotion and Tenure Committee by November 1; for candidates for Professor the date is December 1. This schedule suggests that solicitation of letters be completed well before the dates above, since departmental faculty votes should be informed by the letters. It is appropriate to allow a month for referees to write letters and another month for the various steps of departmental faculty reviewing letters, faculty voting, and chair’s preparation of the completed dossier for the Promotion and Tenure Committee.

2. A credentials document describing the candidate's qualifications should be developed by the candidate. The department chairperson, the candidate's mentor or a person designated by the chairperson should assist the candidate in preparing the credentials document. It is important that this document be accurate, complete, well organized, clearly written, and follow an organization according to the three areas of faculty activity (professional activity and clinical practice, teaching, and professional service). Candidates should support their candidacy by citing relevant evidence, which may fall under different areas of activity (e.g., professional activity and clinical practice, teaching) and/or multiple categories within an area of faculty activity. For example, an invited address may be cited as evidence of professional activity as well as professional service. Similarly, a book written by a candidate may provide evidence of professional activity as well as serve as an educational product.

Note: Since it is expected that non-tenure stream candidates for promotion will present a dossier that will not require a balance across areas, but rather, will represent the specific contract of the candidate, it is incumbent on the candidate to identify the areas of focus they wish the Promotion and Tenure committee to consider. Details of the expected assignments and duties within the candidate’s contract will also serve as a guide for the Promotion and Tenure Committee.

3. In the preparation of credentials, the Department Chair is responsible for soliciting reference letters evaluating a candidate's professional activity and clinical practice, teaching, and professional service. For professional activity and clinical practice, reference letters should be requested from persons at universities and colleges and outside experts who are eminent and knowledgeable in the fields of professional endeavor identified by the candidate.

4. Candidates and their program/departmental faculty may request the inclusion of internal and/or external reviewers to be included through written testimony. The candidate and department chair should discuss these options and develop an appropriate strategy to include these reviewers.
5. The credentials document should include the following in order listed:

a. A letter of transmittal from the department chairperson on behalf of department faculty. This letter should include information on the process, discussion and vote on the candidate, and should represent the opinion of the faculty and not the chairperson's singular point of view. Faculty opinion should be described in terms of the three areas of professional activities.

b. A record of the secret ballot vote of the reviewing group, and the signatures and rank of those voting, including a brief statement describing voting procedures and the number of votes cast from among the total number of persons eligible to vote. The associate dean will determine who is eligible to vote at the department level. The department chairperson will describe whose votes were solicited and the procedure for voting.

c. A table of contents for the document.

d. A personal statement by the candidate interpreting his/her accomplishments.

e. The candidate’s curriculum vitae. It is helpful to organize the vitae according to the three areas of faculty professional activities.

f. A statement by the chairperson, in narrative style, identifying the candidate's qualifications with respect to each professional activity. A clear distinction should be made between contributions at this University and elsewhere, if applicable.

g. Letters from external and internal reviewers and/or references.

h. Appendices for each of the areas of activity should be provided in separate folders. Included should be copies of all scholarly accomplishments, professional contributions, course syllabi, teaching evaluations, etc. Data judged to be not appropriate for the body of the credentials document may be included in a separate appendix.

6. The review committee for the decision will consist, at the department level, of all faculty above the candidate's current rank and any additional School of Education faculty at the rank above who would be needed to compose a review committee of at least five members. When faculty outside the department are required, they will be appointed by the Dean (or Dean's designate) with the advice of department faculty and consideration of the candidate's areas of expertise.

It is the department chairperson's responsibility (whether or not the chairperson is a voting member of this review group) to see that the review committee receives the promotion document and meets to discuss it, and to attend the review committee meetings. After evaluation of the candidate's credentials, the review committee should vote, record that vote for inclusion in the credentials document, and communicate the vote to the chairperson. The department chairperson (along with a voting member of the review group if the chairperson was not a voting member of the review group) should communicate the results of the vote and an explanation of the action to the candidate, in writing (ideally after a personal meeting). All voting should be done by secret ballot.

7. If the vote by the review committee is favorable (or if it is unfavorable but the candidate requests that the credentials document be considered at the School level), the credentials document should be submitted to the School of Education Promotion and Tenure Committee. The chairperson should ensure that the credentials document contains the
information organized into the three areas of professional activity before they are made available to the Promotion and Tenure Committee.

8. The School’s Promotion and Tenure Committee will review all recommendations presented to it and will make its recommendations within two (2) months of the candidate’s submission to the Dean concerning promotion. The committee will also inform the department chairperson of its recommendations.

9. The candidates for promotion will be informed by the Dean concerning the action of the School Promotion and Tenure Committee with respect to their individual cases. If the Committee does not recommend promotion, the candidate, upon request, will be sent a letter explaining the basis for the decision. Once written, the letter is placed in the candidate's file.

10. The recommendations of the Dean concerning each candidate shall be communicated in writing to the candidate and to the Committee on Promotion and Tenure.

11. The Committee on Promotion and Tenure shall be informed by the Dean in due time and in writing, of the action of the Provost and Chancellor with respect to each candidate recommended.

**Process Flow**

Chair notifies Dean of pending P&T case

At discretion of candidate and Chair: Presentation of work

Candidate prepares dossier

Chair solicits letters of support

Dossier reviewed by all faculty at or above rank being considered

Departmental vote

Chair submits dossier with record of vote, signatures, letters, and chair’s recommendation or, if department vote is negative, notifies candidate

P&T Committee reviews dossier and makes written recommendation to dean

Appendix A

Dean completes process and notifies candidate of P&T recommendation and decanal recommendation to Provost
Sample Requests for Reference Letters

Dear _____:

Dr. John Doe is being considered for promotion to Associate Professor outside of the tenure stream in the School of Education at the University of Pittsburgh. We seek your advice and assistance as part of the process of deciding on this promotion. Such outside advice is essential to our efforts to maintain and enhance the scholarly quality of the School.

The criteria for this promotion are the following:

Fundamentally, the rank of associate professor is a decision that a person is well launched toward becoming a significant contributor to her/his profession. When the University makes such an appointment, it represents a reasoned assessment that the person will become an appropriate candidate for the rank of professor if the present rate and character of scholarly work continues.

We enclose a curriculum vitae, a brief statement of the candidate’s professional activity. We very much hope that you will give us your assessment of the candidate’s work to date along with your sense of whether the candidate would receive promotion in your own institution and whether you would support such a promotion if the candidate was in your faculty.

We very much appreciate the time you can devote to this assessment and also would appreciate a response by _______. Letters of reference are held confidential by the University and will not be disclosed except under compulsion of legal process.

Thank you for your help.

Sincerely,

XXXXXXX
Dear _____:

Dr. John Doe is being considered for promotion to Professor outside the tenure stream in the School of Education at the University of Pittsburgh. We seek your advice and assistance as part of the process of deciding on this promotion. Such outside advice is essential to our efforts to maintain and enhance the scholarly quality of the School.

The criteria for this promotion are the following:

Fundamentally, the rank of professor is a recognition that a faculty member is seen nationally and often internationally as a major contributor to her/his field. That is, the person is widely known for a body of work that has influenced the teaching and scholarship of the profession.

We enclose a curriculum vitae and a brief statement of the candidate’s professional activity. We ask you to assess this candidate because [mention of the relationship of the assessor to the work of the candidate]. We very much hope that you will give us your assessment of the candidate’s work to date along with your sense of whether the candidate would receive promotion in your own institution and whether you would support such a promotion if the candidate was in your faculty.

We very much appreciate the time you can devote to this assessment and also would appreciate a response by _______. Letters of reference are held confidential by the University and will not be disclosed except under compulsion of legal process.

Thank you for your help.

Sincerely,

XXXXXXX