

## **Guidelines for the Reappointment and Promotion of Faculty Outside the Tenure Stream**

School of Education, University of Pittsburgh

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This document describes the criteria for reappointment and promotion of non-tenure stream (NTS) faculty<sup>2</sup>. The following sections describe 1) the procedures for hiring and reappointment of NTS faculty, 2) criteria for promotion to associate or full professor, and 3) the promotion process.

### **I. Procedures for Hiring and Reappointment**

When a non-tenure stream (NTS) faculty member is hired and/or reappointed, their appointment letter should specify their particular duties and responsibilities (e.g., directing a program or a center, teaching a specified number of courses per year, supervising a specified number of students), as well as their promotion/reappointment area of emphasis (research or professional practice). Their title also should reflect this area of emphasis (e.g., research assistant professor, associate research professor or research professor; and assistant professor of practice, associate professor of practice, or professor of practice).

The performance of NTS faculty, as with their tenure-stream colleagues, should be reviewed on a yearly basis by their department chair. The terms of the review should reflect the specific duties they were hired to perform and the requirements within their given area of emphasis. If a faculty member's duties and responsibilities substantively change, this should be noted in their review letter and the criteria for his/her promotion and future reviews should reflect these new responsibilities (e.g., if a faculty member is asked to direct a program). Substantive changes in a faculty member's job responsibilities and duties must be approved by the candidate's department chair and dean, and major departures from the terms of the original offer letter should also be accepted by the faculty member.

At the time of review, the NTS faculty member and their department chair should meet to discuss the faculty member's responsibilities and accomplishments and develop goals for professional growth. Ideally, this is a productive and collaborative discussion between the

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<sup>1</sup> The revised guidelines for NTS faculty reappointment and promotion described here were drafted by Lindsay Clare Matsumura (Associate Dean) and Alan Lesgold (Dean), in consultation with Suzanne Lane, Peg Smith, and Charlene Trovato. The guidelines were subsequently revised per input from the SOE Department Chairs, Executive Committee members, members of the Promotion and Tenure committee, and additional NTS faculty representatives from each department (Anna Arlotta-Guerrero, Michelle Sobolak, and Kelliann Davis). With unanimous support, members of the Promotion and Tenure committee voted to accept the guidelines represented in this document on November 30, 2015. The Promotion and Tenure committee were comprised of the following members: Peg Smith (chair), Ellice Forman, Amanda Godley, Fred Goss, Linda Kucan, Rich Milner, Najeeb Shafiq, Clem Stone, Stu Sutin, and John Weidman. .

<sup>2</sup> The previous criteria for the promotion and reappointment of NTS faculty were adopted in the SOE in March 2010.

chair and the NTS faculty member. The overall review and feedback process is meant to include all opportunities for self-report and feedback that are accorded to faculty in tenure lines.

It is important for the long-term health and growth of the School of Education (SOE) that NTS faculty be considered a somewhat flexible resource. Therefore, the duties of NTS faculty members can change as deemed necessary by the dean and the department chairs depending on the needs of the SOE and the faculty member's department/programs provided that the overall change remains at the same general level of workload as originally agreed to. Changes beyond the agreed upon workload can be made at the time of reappointment. If an NTS faculty member does not have the required skills needed to fulfill particular roles and responsibilities as deemed necessary to the success and growth of the SOE, their contract may not be renewed even if the faculty member has made satisfactory progress as established in the terms of their appointment and previous review. The criteria for reappointment, therefore, takes into account both the faculty's member's success at fulfilling their job responsibilities and the criteria for their particular area of emphasis, as well as the evolving needs of their department/program and the School.

## **II. Criteria for Promotion to the Rank of Associate or Full Professor in the NTS**

In accordance with the University's Bylaws (Chapter II, Article VI), non-tenure stream (NTS) appointments are typically defined by a more limited range of duties in comparison to their tenure-stream colleagues and can vary greatly in terms of expectations in three major emphasis areas (scholarship, teaching and service). When an NTS faculty member is hired to perform certain duties (e.g., develop a program/center, conduct research, teach courses and/or advise students), the criteria for promotion should include a focus on the performance of these duties. In addition, however, promotion in the NTS within the School of Education (SOE) requires a demonstrated record of excellence in at least one of two areas of emphasis: research or professional practice. Reflecting the diversity evident in NTS faculty positions, there are two corresponding pathways to promotion offered: scholarly **research** and **professional practice**.

In either area of emphasis, to obtain the rank of **associate professor** in the NTS an individual must demonstrate excellence per the terms of their employment and area of emphasis, and promise for achieving national recognition in their area of emphasis. A primary focus of the decision is on the likelihood that the candidate will remain a productive and up-to-date scholar, teacher and/or program leader and will be able to continue toward the achievement of nationally recognized prominence. The rank of **professor** is the highest rank of faculty. While it is important to establish a tradition of flexibility in conferring this rank in order to allow a rich variety of competencies to be recognized, it is also important to establish a tradition of rigor and high standards. There are several reasons for this: first, not everyone who is promoted to the rank of associate professor will necessarily become a professor, whether in a tenure line or a non-tenure-stream position; second, professors in a faculty form the nationally visible representatives of that faculty; third, it is the responsibility of professors to provide leadership and

support to the rest of the faculty.

The relative amounts of scholarship, teaching and service required for promotion may vary considerably across the research and professional practice areas of emphasis to account for the wide range of duties and responsibilities possible for NTS faculty. An overview of the criteria for promotion within each area of emphasis is provided in the following sections (see Appendix A for a summary of the promotion guidelines by area).

### **1. Pathway to Promotion in the Research Area of Emphasis** (associate research professor and research professor)

NTS faculty identified with the scholarly research area of emphasis contribute primarily to the school's mission of being a Research I institution. They bring visibility to the school by publishing in top tier journals, are widely cited, and ideally, bring in grants to conduct research projects. Individuals in this area of emphasis often are funded through soft money. They also often are associated with a SOE center (e.g., the Center for Urban Education) and/or are co-appointed with other units such as the LRDC. Criteria for annual reviews and promotion are similar for this area of emphasis as for the *scholarship/research* criteria for the tenure stream faculty. Eligibility for promotion to associate research professor or research professor also might include evidence of excellent teaching and mentoring, and professional service. The key difference between the guidelines for NTS and tenure-stream promotion is that faculty in this area of emphasis may not have the same (or any) teaching and service responsibilities as faculty in the tenure line. The specific criteria for reappointment and promotion are as follows:

#### **A. Scholarship: Publications and Research**

##### **Promotion to Associate Research Professor**

Candidates promoted to the rank of **associate professor** whose area of emphasis is **research** should demonstrate systematic growth in their scholarly work. Quality, quantity, and sustained programmatic focus of scholarly writing are all important factors. Evidence in this category includes published articles in refereed journals, chapters in refereed books, published books, solicited chapters, edited volumes, 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 publications should go beyond advice to practitioners. While the procurement of external funding is not a requirement for promotion, it is desirable that candidates show evidence of receiving, or contributing to the obtainment of grants and contracts from regional, state and/or federal sources. Grants that are awarded on a competitive basis involving some level of peer review and that support students or post-doctoral fellows are particularly desirable. Significant effort on proposals 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, 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 is insufficient to justify promotion. Recommendations for promotion will be based on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.

### **Promotion to Research Professor**

Candidates promoted to the rank of **professor** whose area of emphasis is **research** should demonstrate continued systematic growth in their scholarly work post-promotion to the associate rank. Quality, quantity, and sustained programmatic focus of scholarly writing are critical factors. Evidence in this category includes published articles in refereed journals, chapters in refereed books, published books, solicited chapters, edited volumes, 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 publications should go beyond advice to practitioners. Ideally, candidates would have served as a principal investigator or co-principal investigator on grants and contracts from federal agencies and/or foundations that make awards on a competitive basis and that involve some level of peer review. The grants should be for research that is relevant to the educational mission of the School and the candidate's terms of employment (e.g., if the candidate is hired to help develop a center, their grant should be commensurate with the aims of the center). Candidates should submit an explanation of their role in any collaborative work. While preliminary examples of work in progress can be important in forming judgments about the productivity of a candidate, this work alone is insufficient to justify promotion. Recommendations for promotion will be based on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.

### **B. Teaching and Mentoring**

*Note: As described earlier, some NTS faculty may not have teaching or mentoring duties; in these cases teaching and mentoring will not be considered in the promotion or reappointment process.*

### **Promotion to Associate Research Professor**

If teaching is a significant part of a faculty member's duties, then promotion to the rank of associate professor requires evidence of teaching effectiveness as evidenced by strong student and peer evaluations of teaching. Mentoring and/or advising students should be part of all faculty members' duties, therefore the rank of associate professor also is based, in part, on excellence in advising and mentoring students. Evidence of mentoring includes (but is not limited to) membership on students' doctoral committees, and co-authored publications, conference presentations, and grant applications with students.

### **Promotion to Research Professor**

If teaching is a regular part of a faculty member's duties, then promotion to the rank full professor requires evidence of teaching **excellence** such as strong student and peer evaluations of teaching. Even if teaching is not a significant part of a faculty member's duties, however, to be promoted to the rank of professor faculty should be involved in some level of student mentoring. Evidence of mentoring includes (but is not limited to) membership on students' doctoral committees, and co-authored publications, conference presentations, and grant applications with students.

### **C. Professional Service:**

Professional service activities are organized into four areas: national and international service, regional and local service, University service, and School of Education (department, program and center) service. Additionally, consulting at any level also may be considered professional service depending upon its nature and relevance to the candidate's job responsibilities and the University's and the School's strategic goals.

Evidence of substantial contributions in the area of national/international service includes membership on national/international committees, advisory boards, held offices in professional organizations or editorial boards of appropriate nationally recognized journals. Reviewing the work of peers (i.e., serving as journal reviewers or proposal reviewers for funding agencies), and participating on symposia associated with professional associations are also included in this category. Evidence of substantial contributions in regional or local level service includes (but is not limited to) active roles in community-based and/or school-oriented organizations, pro-bono board service to community outreach organizations and service on blue ribbon panels. Evidence of substantial contributions in the area of university service includes active participation in the responsibilities of policy formulation and administration in the University, School, department, program or center. 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).

### **Promotion to Associate Research Professor**

The rank of associate research professor is based on professional service activities that include membership on national/international and state advisory boards, offices held in professional organizations relevant to the candidate's scholarly work, and serving as reviewers for scholarly journals and/or funding agencies (e.g., IES review panel). Membership on university and school-wide committees and contribution to the development of the faculty member's program, department, and/or SOE center also are evidence of professional service.

### **Promotion to Research Professor**

The rank of research professor is based on professional service activities that include membership on national/international and state advisory boards, serving as reviewers for

scholarly academic journals, panel members for funding agencies (e.g., IES, Spencer), and editors and advisory board members of scholarly journals. Offices held in professional organizations relevant to the candidate's scholarly work also are evidence of professional services. While membership on university and school-wide committees also count toward professional service, faculty members who are advanced to the rank of full professor should show further evidence of leadership in the operation, development and improvement of the University, School, department, program or center (e.g., contributing to the formulation of policy and administration in the SOE, or establishing a new program or center, and helping to run and represent the center to the wider research and/or local community).

## **2. Pathway to Promotion in the Professional Practice Area of Emphasis (Associate Professor of Practice and Professor of Practice.)**

NTS faculty in the professional practice area of emphasis contribute to the SOE's mission of providing world-class professional training for students in the education field. Individuals in this area are acknowledged expert practitioners, excellent teachers, contribute significantly to educational programming and/or centers in the SOE, and contribute substantially to improvements in practice at the regional, national and/or international levels. Eligibility for promotion include a) Excellence in teaching and mentoring; b) Advancement of scholarship in the field and/or scholarship of teaching and learning; and c) Leadership in providing service advancing teaching and program/center development. Promotion to associate or research professor of practice requires some evidence that the candidate has advanced scholarship of professional practice within their field (e.g., conference presentations, publications, innovations in teaching, sourcebooks for district-based interventions, textbooks, nationally distributed curricula units, etc.).

### **A. Excellence in Teaching and Mentoring**

#### **Promotion to Associate Professor of Practice**

Promotion to the rank of **associate professor of practice** requires teaching excellence. Evidence of excellence can be defended with superior teaching evaluations from OMETS and peer reviews of teaching, development of innovative teaching methods and/or technologies that enhance university-level learning (e.g., developing web-based simulations for use in courses), and recognition of contributions to pedagogy or practice at the department, School and/or University levels (e.g., as evidenced by teaching awards, awards for mentoring, or grants for innovations in teaching). Active participation in program and curriculum development activities also can serve as evidence of excellence in teaching. Excellence in mentoring includes supervising/advising students (e.g., evidence of the progress of their advisees, which would usually include the nature of the contacts, issues discussed, progress toward program completion, and positions secured upon graduation). Membership on student milestone committees (e.g., undergraduate or masters theses and/or doctoral milestones including EdD capstone projects) also count as evidence of mentoring.

## **Promotion to Professor of Practice**

Evidence of excellence in teaching and mentoring for promotion to the rank of **professor of practice** is similar to the criteria for promotion to associate professor in this area of emphasis. Evidence of excellence can be defended with superior teaching evaluations from student surveys and peer reviews of teaching, development of innovative teaching methods and/or technologies that enhance university-level learning (e.g., developing web-based simulations for use in courses), and recognition of contributions to pedagogy or practice at the department, School and/or University levels (e.g., as evidenced by teaching awards, awards for mentoring, or grants for innovations in teaching). Active participation in program and curriculum development activities also can serve as evidence of excellence in teaching. Excellence in mentoring includes accessibility in supervising/advising students (e.g., evidence of the progress of their advisees, which would usually include the nature of the contacts, issues discussed, progress toward program completion, and positions secured upon graduation). Membership on student milestone committees (e.g., undergraduate or masters theses and/or doctoral milestones including EdD capstone projects) also count as evidence of mentoring.

## **B. Advancement of Scholarship in the Field and/or Scholarship of Teaching and Learning**

### **Promotion to Associate Professor of Practice**

Candidates promoted to the rank of **associate professor** whose area of emphasis is **professional practice** should provide evidence of advancing scholarship in the field and/or scholarship of teaching and learning. Evidence of strength in this category includes products such as textbooks, unique courseware designs, reports for direct consumers such as evaluation reports that are available for public consumption, staff professional development modules, and instructional applications delivered through electronic media etc. It is desirable, but not required, that a candidate will have received or participated in grants (i.e., be named as key personnel) from regional, state or federal sources. Other forms of participation in grants can also be important (e.g., consulting on a research grant as a subject-matter specialist). The grants should be for work that is relevant to the candidate's terms of employment and area of emphasis (e.g., course or product development, or a professional development effort that is relevant to the educational mission of the SOE). Funded grants that are awarded on a competitive basis involving some level of peer review, and that support students are more heavily weighted. Significant effort on grants that were not funded but were nonetheless relevant to the candidate's work also can be included in the dossier. Candidates should submit an explanation of their role in any collaborative work. While preliminary examples of work in progress can be important in forming judgments about the productivity of a candidate, this work alone is insufficient to justify promotion. Recommendations for promotion will be based on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.

### **Promotion to Professor**

Candidates promoted to the rank of **professor** whose area of emphasis is **professional practice** should demonstrate that their professional work has had an important impact nationally or internationally. Evidence of this accomplishment includes developed educational products that are both well reviewed nationally and/or are in widespread use (i.e., are implemented at a national or state level). Evidence of strength in this category includes products such as articles geared toward a practitioner audience in peer-reviewed journals, textbooks, unique courseware designs, reports for direct consumers (e.g., evaluation reports that are not only publicly available but also impact the field), staff professional development modules, and instructional applications delivered through electronic media, etc. Ideally the candidate would show evidence of obtaining grants and/or contracts from foundations, states and other sources that use some level of peer-review. The grants should be for work that is relevant to the candidate's terms of employment and area of emphasis (e.g., course or product development, training grants, or a professional development effort that is relevant to the educational mission of the SOE). Candidates should submit an explanation of their role in any collaborative work. While preliminary examples of work in progress can be important in forming judgments about the productivity of a candidate, this work alone is insufficient to justify promotion. Recommendations for promotion will be based on the quality and impact of work that has been completed and published, printed, implemented or available in its final form.

### **C. Leadership in Service, Advancing Teaching, and/or Program/Center Development**

#### **Promotion to Associate Professor of Practice**

Advancement to the **associate rank** should be justified by evidence of impact that is substantial, that is, has made a significant difference in the SOE and/or region. Evidence of this impact includes contribution toward building a network of highly qualified scholarly practitioners to supervise interns, contribution to the development of new programs within the School, leadership of initiatives and programs that improve practice regionally, and evidence that the candidate serves as a source of expertise for program improvement, assessment, evaluation, and development at a regional level. Receipt of internal or external grant funding for practitioner-related activities and innovations also serve as evidence of impact. Serving as a member of a department, school and/or university committee also is evidence of professional service.

#### **Promotion to Professor of Practice**

Promotion to **full professor** should reflect a level of impact that is exemplary, the kind of impact that the University points to in shaping its identity. Just as tenured full professors are the top tier of our community of scholars, NTS faculty elevated because of their impact should similarly be the top tier of the University with respect to their area of expertise. Evidence that the faculty member has attained a national reputation as a source of expertise in their area includes leadership in professional activities and associations related to the improvement of educational practice at the national/international and/or

state level (e.g., holding national office in professional associations or special interest groups, service on national review panels, or advisory groups for government agencies or foundations, or leadership roles in professional conferences). Receipt of internal or external grant funding for practitioner-related activities and innovations, and major programmatic activities such as leadership roles in the creation of new programs in the School also are evidence of impact.

### **III. Procedures for Promotion**

The candidate may initiate the promotion process in consultation with their department chair. The department chair and the candidate should identify a mentor to advise and guide the candidate throughout the promotion process. Candidates should work with a mentor, who is normally a faculty member senior in rank to the candidate.

The department chair should inform the dean's office by the end of the spring semester of the faculty members who wish to be considered for promotion during the following academic year. In the case of NTS faculty applying for promotion to full, it is suggested that external review letters be solicited by **September 1** and collected by **November 15**. An electronic dossier describing the candidate's qualifications should be delivered to their department chair by **December 1**. It is appropriate to allow another month for the various steps of departmental faculty reviewing letters, faculty voting, and chair's preparation of the completed dossier for the SOE's Promotion and Tenure committee. A completed dossier with the department chair's transmittal letter describing the results of the faculty vote should be delivered to the Promotion and Tenure Committee by **January 15**. The dean should receive the dossier with letters of transmittal from the Promotion and Tenure committee by **April 1**.

#### **Preparation of the Dossier**

The department chair, the candidate's mentor or a person designated by the chairperson, and the associate dean should assist the candidate in preparing the dossier for promotion to the rank of associate or full professor in each area of emphasis. It is important that this document be accurate, complete, well organized, clearly written, and follows an organization according to their area of emphasis (research or professional practice) and duties for which they were hired. For example, if a faculty member's job responsibilities include developing and/or coordinating a program and/or advising students, evidence of their success in these endeavors venture should be included in the dossier. The chair and the associate dean should ensure that the document contains the information organized into the appropriate areas of professional activity before they are made available to the Promotion and Tenure committee. As with faculty promotion in the tenure stream, external review and administrative letters should be treated as confidential and should not be shared with the candidate or faculty outside of the review committees.

For NTS faculty applying for the rank of full professor of research or professional practice, the department chair is responsible for soliciting internal and external review letters evaluating a candidate's scholarly research activity or professional practice. *It is*

*not necessary to solicit external reviewers for NTS faculty being promoted to the associate level.* As is the case for faculty in the tenure stream, it is critically important that candidates not contact any potential external reviewers. Candidates applying for promotion to full professor may submit a list of up to 4 names, and their department faculty should produce a list of 4 **or more** additional names of faculty who are ‘at arms length’ from the candidate so that there is a total list of at least **8** persons outside of the University to serve as external reviewers and to provide reference letters. In the current academic climate, it is quite common for referees to refuse to write letters simply because of the press of other tasks. At least 6 external reference letters must be included with the candidate's credentials document, therefore, with at least 3 from reviewers **not** proposed by the candidate.

For both promotion to associate and full professor of research or practice, the candidate must submit a list of two names of internal faculty (one within the department and one outside the department) to provide reference letters. In addition, department faculty should identify two additional internal faculty (one within the department and one outside the department) to provide reference letters.

- a. For NTS faculty who identify with the **research** area of emphasis, for promotion to full professor, external letters should be requested from persons at universities that are similarly ranked (or ranked higher) than Pitt, and/or eminent research institutions (e.g., RAND, ETS, or CRESST). The criteria for choosing letter writers are similar as for tenure stream faculty.
  
- b. For NTS faculty who identify with the **professional practice** area of emphasis, for promotion to full professor, external letters need to be solicited from individuals who are nationally recognized and respected within their field of practice. This can include researchers and professors who are well-known experts in a content area (e.g., mathematics education), as well as individuals who hold leadership positions in professional organizations (e.g., NCTM). Leaders in school districts (e.g., superintendents) and intermediary organizations also can be included as external reviewers. *It is critically important that the department chair communicate the appropriate criteria for evaluating candidates to reviewers consistent with the candidate's area of emphasis.* These criteria should be clearly stated in the department chair's letter to the reviewers that accompanies the candidate's dossier materials.

The SOE, complying with University policy, has adopted an electronic dossier format for promotions. The department administrators are responsible for creating/assembling the candidate's dossier. As described earlier, the candidate's department chair and associate dean are responsible for working with the candidate to determine what materials should be included in the dossier that best reflects the candidate's area of emphasis and responsibilities for which they were hired. In general, however, a candidate's dossier should include (but is not limited to) the following documents:

- a. **Table of Contents** – overview of the contents of the dossier

**b. Personal Statement** – description of the candidate’s contributions and accomplishments as specified within their area of emphasis and terms of appointment (i.e., job responsibilities). If for example, a candidate is charged with directing a program, their statement should include a discussion of their success at running that program. If a faculty member is hired in the research area of emphasis and they have no teaching responsibilities, their statement should focus on their scholarly activity and (if applicable) professional service activities.

**c. Current CV**

**d. Administrative Letters** – The administrative letters are added after the candidate has completed their dossier. These letters are the dean’s transmittal letter, Promotion and Tenure committee’s transmittal letter, and department chair’s transmittal letters. The chair’s letter should be written after the vote of departmental faculty and should reflect that vote. The Promotion and Tenure committee reviews the candidate’s dossier and writes a letter that summarizes the dossier and their recommendation regarding promotion. The dean’s letter is written after review by the Promotion and Tenure committee and includes both the dean’s personal evaluation of the case and a recapitulation of the vote of departmental faculty and of the Promotion and Tenure committee. All three of these letters should follow any outline provided by the Office of the Provost for promotion letters.

**e. Annual review Letters.** As for faculty in the tenure stream, these letters should be from the previous two years and are added by the dean’s office after the Promotion and Tenure committee reviews the dossier.

**f. External Reviews** – In the case of faculty members applying for the rank of professor, the department chair should create a chart summarizing a) who was contacted (title, institution); date when the request was made and the date when a reply was given; a brief bio of the reviewer; relation to search process (suggested by candidate and not suggested by candidate), and reason for declining (if applicable), and b) individual PDFs of letters and any communications indicating unwillingness to write a letter.

**g. Internal Reviews** – The department chair should create a chart summarizing a) who was contacted (title, institution); date when the request was made and the date when a reply was given; a brief bio of the reviewer; relation to search process (suggested by candidate and not suggested by candidate), and reason for declining (if applicable), and b) individual PDFs of letters.

**h. Scholarship and/or Educational Products** – For candidates in the **research** area of emphasis these materials include: Copies of publications in peer-reviewed journals and chapters in edited volumes that are highly regarded in their field; a chart summarizing publication titles, rank of journal, and number of citations for that publication. If a student is a co-author this should be indicated (e.g., with an asterisk); a chart summarizing grant activity (title, funder, amount, and role on project). The dossier may include one not-yet-accepted paper if it represents a significant step beyond work already accepted for publication. If a book is a primary basis for seeking promotion, copies of one or more chapters also should be included. For candidates in the **professional practice** area of emphasis these materials include: Copies of publications and/or other educational products (e.g.,

source books, text books and evaluation reports that are available to a national readership), if a student is a co-author this should be indicated (e.g., with an asterisk); (if applicable) a chart summarizing grant activity (title, funder, amount, and role on the project).

i. **Teaching and Mentoring** – [as applicable to area of emphasis and terms of employment] – course syllabi; chart summarizing OMET evaluations; peer evaluations of teaching (2 peer evaluations of teaching for promotion from assistant to associate and 2 peer evaluations of teaching – post promotion to associate - for promotion to full); chart summarizing advising, mentoring, supervision of students' milestones, membership on student committees (including role on committee), research and internships placements for students. Note: The number of OMETs required differ by area of emphasis. In the research area of emphasis, if applicable, faculty should submit one OMET for any course taught more than once. In the practice area of emphasis, faculty should submit two OMETs for any course regularly taught. For faculty applying for promotion to full, the OMETs should be for half of the classes they have taught more than once post-promotion to the associate rank.

j. **Program/Center Development and Professional Service** — Chart summarizing membership on committees in the School or university; professional service activities at a regional, national and/or international level (e.g., members of editorial boards and advisory boards, journal reviewers, reviewers for funding agencies, etc.); participation and leadership in professional associations and societies (e.g., NCTM); development of community partnerships that are directly relevant to job duties (e.g., developing a network of sites and highly qualified practitioners to supervise interns); design and redesign of innovative programs that attract highly-qualified students.

The review committee for the decision will consist, at the department level, of all faculty in the tenure stream and NTS 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 5 members. When faculty members outside the department are required, they will be appointed by the dean with the advice of department faculty and consideration of the candidate's area of emphasis (research or professional practice) and expertise.

It is the department chair's responsibility (whether or not the chair is a voting member of this review group) to see that the review committee receives the promotion dossier and meets to discuss it, and to attend the review committee meetings. After evaluation of the candidate's credentials, the department review committee should vote and record that vote for inclusion in the credentials document. All voting should be done by secret ballot. The department chair (or a voting member of the review group if the chair was not a voting member) then writes a letter of transmittal to the dean summarizing the committee's discussion and results of the vote. If the department's decision is positive, the dossier is submitted to the SOE's Promotion and Tenure committee. In the case of a substantial negative department vote, the candidate meets with the department chair and can either proceed with the review of their credentials by the Promotion and Tenure

committee or withdraw their dossier for consideration.

After the School's Promotion and Tenure committee reviews the candidate's dossier, the chair of the Promotion and Tenure committee writes a letter of transmittal to the dean summarizing the discussion and reporting the vote of the committee.

After reviewing the deliberations of the Promotion and Tenure committee and the candidate's dossier, the dean makes the final decision regarding promotion. The candidate for promotion will be informed by the dean of his/her decision. If the dean 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.