University of Pittsburgh, School of Education
Promotion Pathways for Appointment Stream Faculty

Introduction

The University of Pittsburgh School of Education defines Appointment Stream, or Professors of Practice, in alignment with the University of Pittsburgh Faculty Handbook, and with the CBA for full-time faculty as "scholars who have a core focus in either teaching/mentoring or leadership/service/engagement." Although the specific workload percentages of appointment stream faculty might differ from their tenure-stream counterparts, professors of practice are expected to participate in the same main three areas: (a) teaching and mentorship; (b) leadership, service, and engagement; and (c) scholarship. The School of Education believes that the role of appointment stream faculty as local, national, and international scholars – often with deep influence in communities of practice – helps to strengthen the School's and University's commitments to robust research, community partnership, and engaged scholarship.

I. Promotion from Instructor to Assistant Professor of Practice

A. Qualifications

After completion of the fifth year or earlier with Department Chair and Dean approval, faculty in the instructor role who have a terminal degree (typically PhD or EdD) may apply for promotion to Assistant Professor of Practice. Appointment stream faculty members with an active performance improvement plan (PIP) should be aware that their application for promotion is less likely to succeed and therefore are advised to seek promotion following the successful completion of their PIP. The criteria for this promotion are consistent with expectations for hiring a new Assistant Professor of Practice. That is, although both the Instructor and Assistant Professor of Practice roles prioritize teaching, the instructor role has no scholarship expectations, whereas the Assistant Professor of Practice includes scholarly engagement, broadly defined. Therefore, promotion to Assistant Professor of practice includes the promise of scholarship.

Student advising and mentoring may also be an important component of instructors' roles, and when this is the case, instructors should demonstrate commitment to student well-being and success. For instructors who have been involved in coordination roles (e.g., coordinating a minor, certificate, major or other program area), this is also an important component of their dossier.

Teaching

Instructors, like all faculty in the School of Education, are expected to be committed to excellence in teaching. This includes student-centered and inclusive approaches, engaging learners and encouraging student agency, and developing effective pedagogical practices. It involves aligning with the School of Education mission-vision. Instructors are expected to engage in reflective practice and a process of continual improvement of their teaching.

Evidence of excellence in teaching may include student evaluations of teaching, peer evaluations of teaching, engaging in dialogic processes with co-teachers or more experienced mentors, taking part in teaching-related discussion groups or learning communities, developing new courses and instructional innovations, integrating emerging technologies, and attending teaching-related professional development workshops.

Service, Advising, and Scholarship

Instructors take part in internal service to the department, school, or university. They may also be engaged in community partnerships, outreach, and in service to their discipline (e.g., attending conferences, reviewing manuscripts, participating in advisory committees, etc.). Similarly, instructors may be expected to participate in student advising and mentoring, and if that does occur it can be included in your dossier. All forms of student support and service to the department, school, discipline, and public can be evidence in advancement to Assistant Professor of Practice.

As Assistant Professors of Practice are expected to be scholar-practitioners with workload allocation for scholarship, instructors seeking this promotion should demonstrate promise of

scholarship. As described in the assistant-to-associate section and Appendix A, this scholarship may take multiple forms.

B. Process and Materials

The candidate will prepare a dossier, providing evidence for promotion. This dossier is first reviewed at the department level, then reviewed by the school-wide promotion and tenure committee. Final determinations are made by the Dean and Provost. The dossier includes the following materials:

a. Personal Statement. Written by the candidate, this statement (typically 2,000-3,000 words) describes the candidate's accomplishments in teaching and experiences in the areas of mentoring and service and promise of practitioner-scholarship as an Assistant Professor of Practice. The narrative is not meant to be proof or a defense but rather a guide to understand candidates' C.V. and materials.
b. Curriculum Vitae. The candidate provides a full and updated CV.
c. Course Syllabi. The candidate should include three representative examples of syllabi developed or revised in the last several years.
e. Course Evaluations. The candidate should include a table of courses taught, average OMET scores across sections, and section sizes to explain or situate this work. The candidate can consider including their reflections or responses to the student evaluations in their personal statement. The Department Chair will include all course evaluations in the dossier.
f. Peer Evaluations of Teaching. The candidate should include at least two peer evaluations of teaching within the last six years.
g. (Optional) Other Work products. The candidate can, but is not required to, include examples of their work. This might include scholarly, news articles, or teaching related artifacts.

C. Timeline

Oct 1 — Candidate meets with Chair about applying for promotion in the spring term.

Jan 5 — Candidate provides dossier consisting of personal statement, CV, and artifacts described above (course syllabi, course evaluations, peer evaluations of teaching, other work products, optional letter of support) to Chair.

Jan — All department faculty at the level of Assistant or higher in the appointment stream or tenure-stream or who are tenured will discuss the candidate's materials and vote in a secret ballot. The Department Chair writes a transmittal letter including the vote and summarizing faculty discussion of teaching as well as service and promise of scholarship.

Feb	The Schoolwide Promotion and Tenure committee reviews the dossier, including the transmittal letter from the Chair, and sends a letter with their recommendation to the Dean.
March-May	The Dean conducts an independent review of the case. If the Dean determines that promotion is warranted, the Dean writes an independent transmittal letter to the Provost communicating their recommendation. The Dean's letter and the candidate's annual review letters are added to the dossier. If the Dean determines that promotion is not warranted, the Dean will inform the candidate that their promotion dossier will not be submitted to the Provost due to the Dean's decision not to recommend promotion. Cases are reviewed at the Provost level, and candidates are informed of the outcome of their cases by the Office of the Provost.

II. Promotion for Assistant Professor of Practice to Associate Professor of Practice

Overview
As outlined in the CBA (Article 17.5), "During or after the last year of a bargaining unit faculty member's third consecutive appointment as an Assistant Professor — Appointment Stream, they may apply for a promotion to Associate Professor — Appointment Stream". In addition, bargaining unit faculty members may initiate an application for promotion earlier than specified in Article 17.5 if they obtain approval in writing from their Department Chair and the Dean. Appointment stream faculty members with an active performance improvement plan (PIP) should be aware that their application for promotion is less likely to succeed and therefore are advised to seek promotion following the successful completion of their PIP.

Promotion is a recognition of substantial contribution to the instructional program of the School of Education and the University of Pittsburgh and/or other contributions to the School and University's pedagogical mission. It is not guaranteed by service for a minimal number of years.

A. Qualifications
Teaching and Mentoring
All faculty are expected to be committed to excellence in teaching. In the School of Education, this includes a focus consistent with the School of Education mission/vision, engaging learners and encouraging student agency, and developing effective pedagogical practices and advising/mentoring practices that incorporate and respond to student and colleague feedback.

Faculty should take a scholarly approach to their work with students, adopting a reflective, exploratory stance and demonstrating a commitment to being in dialogue about teaching, mentoring, and advising across the School and University. Evidence of this commitment can include developing new courses and instructional innovations, integrating emerging

technologies, active, engaged, and excellent mentoring and advising of students, student evaluations of teaching, and peer evaluations of teaching through formal review processes and/or by working with more experienced mentors.

Service, Engagement, and Leadership
Service to community partners and/or outreach to local or national communities can take many forms. Service to the discipline and/or community partnerships and outreach programs is demonstrated, among other things, by acting as a member of a research and praxis collective, peer reviewer for journals or serving on conference organizing committees for professional associations. Service to the University and the School of Education includes, among other things, strengthening or designing new university collaborative programs, serving on committees or being involved in managing degree programs within the department. A key part of the appointment stream faculty role may involve development, leadership, and/or management that faculty may wish to highlight and offer evidence about these activities in the dossier.

Some faculty will devote considerable effort to cultivating partnerships and community relationships as part of their research and/or teaching activities. This should be considered in establishing expectations for promotion, as their intellectual contributions and innovation are registered in part through significant societal impact. For some cases, departmental evaluation committees may need to bring in additional expertise and/or calibrate expectations for external references to ensure that a candidate's full breadth of achievements is evaluated.

Scholarship
Assistant professors of practice in the appointment stream are expected to be active scholar-practitioners in their areas, engaged in scholarly activities that make relevant contributions to improve either pedagogy, practice, or scholarship in the School of Education, the broader University, or the broader field of education. See the four-quadrant figure in Appendix A for one way to think about scholarship paths. For promotion to associate professor of practice, a faculty member should demonstrate excellence in scholarship. Because of the variation in and across the work of professors of practice, evidence of excellence in scholarship may take a variety of forms, such as articles, books, reports, chapters, internal and external grants, fellowships, awards, and/or conference proceedings/papers/presentations, among other activities. It may also take the form of newly developed courses/course materials, programs, and/or professional development. Quality, impact, and quantity of scholarly output are all potential indicators of excellence. These contributions may be balanced with other areas of excellence as noted in teaching/mentoring and/or service.

B. Process and Materials
Candidate's Responsibility

a. Personal Statement. Written by the candidate, this statement (approximately 3,500 - 5000 words) describes the candidate's accomplishments in teaching/mentoring, service/leadership/engagement, and scholarship/research as explained above. Candidates should note that the goal of the statement is to offer a narrative to help

reviewers understand your body of work; it is not meant to be a proof or defense, but rather a guide to understand your CV and materials.

b. Curriculum Vitae. The candidate provides a full and updated CV.

c. Work products. Candidates should choose work products that they feel best represent their scholarly work. This can include published and in press articles or chapters, design and planning documents, and extended talk or training abstracts. The candidate might consider including a table to explain or situate this work.

d. Course Syllabi. The candidate should include three representative examples of syllabi developed or revised in the last several years.

e. Course Evaluations. The candidate should include a table of courses taught, average OMET scores across sections, and section sizes to explain or situate this work. The candidate can consider including their reflections or responses to the student evaluations in their personal statement.

f. Peer Evaluations of Teaching. For promotion to associate professor of practice, at least two peer evaluations of teaching within the last six years should be included.

School of Education's Responsibility

a. Transmittal Letters. These are written by the department Chair, P&T Committee, and Dean, as each completes their respective step in the procedure.

b. (Optional) Internal Review Letter for Leadership Roles. Candidates may choose to have an internal letter of support as part of their dossier. The candidate should inform their Chair of the person in this role so the Chair may request an internal letter of support.

c. External Review Letters. A minimum of six letters from associate or full professors (appointment stream or tenured) or people with equivalent status (such as participatory research experience, research scientist, director) who can speak to the importance and relevance of candidate's work is required, with at least three letters from referees who were not on the candidate's list of suggested names. All external referee letters received should be included in the dossier, whether favorable or unfavorable.

Letters should be written by well-regarded experts who can speak to the significance and impact of the candidate's work across the domains described above. Communication from the department Chair will ask external and internal reviewers to speak to the candidate's quality and impact of work. Although some referees may have collaborated or written with the candidate, most referees should know the candidate primarily through the candidate's work and its impact. Referees may be selected from outside the School of Education at the University of Pittsburgh, peer academic institutions, and non-academic organizations who can speak to impact on practice or policy. At least half or more of the external review letters should be from associate or full professors, but there is no minimum requirement for the number of letters from faculty at the University of Pittsburgh versus peer academic institutions.

d. Course Evaluations. The Department Chair will include all course evaluations since hiring or previous promotion in the dossier.
e. Yearly Review Letters from Chair/Dean. Once the dossier is at the Dean's office, it should be supplemented with copies of annual review letters that were sent to the candidate. Minimally, these written reviews should consist of a letter to the faculty member which contains statements about the faculty member's performance in teaching, research and service.

C. Timeline

March 1	Candidate delivers CV to Chair and, optionally, provides up to six names of experts from the field who could potentially write external letters for their case. The chair, in consultation with department faculty, develops a list of additional names independent from the candidate's list. Candidate provides name of internal reviewer for leadership role, if applicable.
March	Chair contacts experts to request a commitment to provide an external review letter, attaching the candidate's CV. Potential reviewers are notified that materials for their review will be sent June 1 with a submission date of September 1 for letters.
March-June	Candidate drafts statement, updates CV, and gathers materials (see above) for external dissemination.
June 1	Candidate provides external dossier consisting of personal statement, CV, and at least three artifacts (could be publications, presentations or other important materials) to Chair who sends these materials to reviewers asking for letters to be returned by September 1.
Sept 1	Candidate has the option to add updated CV or materials to dossier.
Sept-Oct	Associate and full professors in the appointment stream and in the tenure-stream/who are tenured in candidate's department discuss and vote in a secret ballot. The department Chair writes a transmittal letter including the vote and summarizing faculty discussion of research/scholarship, teaching mentoring, and service/engagement.
Oct-Dec	School of Education P&T committee discusses and votes in secret ballot. Although faculty elected to the P&T committee may participate in both department and P&T discussions, they should vote only at the level of P&T.
Jan-Feb	P&T sends transmittal letter to the Dean characterizing their discussions and including the outcome of their vote.
Jan-May	The Dean conducts an independent review of the case. If the Dean determines that promotion is warranted, the Dean writes an independent transmittal letter

to the Provost communicating their recommendation. The Dean's letter and the candidate's annual review letters are added to the dossier. If the Dean determines that promotion is not warranted, the Dean will inform the candidate that their promotion dossier will not be submitted to the Provost due to the Dean's decision not to recommend promotion. Cases are reviewed at the Provost level and candidates are informed of the outcome of their cases by the Office of the Provost.

III. Promotion from Associate Professor of Practice to Full Professor of Practice

Overview

As outlined in the CBA (Article 17.5), "During or after the last year of a bargaining unit faculty member's second consecutive appointment as an Associate Professor — Appointment Stream, they may apply for a promotion to Full Professor — Appointment Stream". In addition, bargaining unit faculty members may initiate an application for promotion earlier than specified in Article 17.5 only if they obtain approval in writing from their Department Chair and the Dean. Appointment stream faculty members with an active performance improvement plan (PIP) should be aware that their application for promotion is less likely to succeed and therefore are advised to seek promotion following the successful completion of their PIP.

Promotion is a recognition of substantial contribution to the instructional program of the School of Education and the University of Pittsburgh and/or other contributions to the School and University's pedagogical mission. It is not guaranteed by service for a minimal number of years.

A. Qualifications

Teaching and Mentoring

All faculty are expected to be committed to excellence in teaching. In the School of Education, this should be consistent with the School's mission/vision, engaging learners and encouraging student agency, and developing effective pedagogical practices and advising/mentoring practices that incorporate and respond to student and colleague feedback.

Faculty should take a scholarly approach to their work with students, adopting a reflective, exploratory stance and demonstrating a commitment to being in dialogue about teaching, mentoring, and advising across the School and University. Evidence of this commitment can include developing new courses and instructional innovations, integrating emerging technologies, active, engaged, and excellent mentoring and advising of students, student evaluations of teaching, and peer evaluation of teaching through formal review processes and/or by working with more experienced mentors.

Service, Engagement, and Leadership

Service with and for community partners and/or outreach to local or national communities can take many forms. Service to the discipline and/or community partnerships and outreach programs is demonstrated, among other things, by acting as a member of a research and praxis collective, peer reviewer for journals, or serving on conference organizing committees for professional associations. Service to the University and the School of Education includes, among other things, strengthening or designing new university collaborative programs, serving on committees or being involved in managing degree programs within the department.

A key part of the appointment stream faculty role may involve development, leadership, and/or management that faculty may wish to highlight and offer evidence about these activities in the dossier.

Some faculty will devote considerable effort to cultivating partnerships and community relationships as part of their research and/or teaching activities. This should be considered in establishing expectations for promotion, as their intellectual contributions and innovation are registered in part through significant societal impact. For some cases, departmental evaluation committees may need to bring in additional expertise and/or calibrate expectations for external references to ensure that a candidate's full breadth of achievements is evaluated.

Scholarship
Associate professors of practice in the appointment stream are expected to be active and field-impacting scholar-practitioners in their areas, engaged in scholarly activities that make relevant contributions to improve either pedagogy, practice, or scholarship in the School of Education, the broader University, or the broader field of education. See the four-quadrant figure in Appendix A for one way to think about scholarship paths. For promotion to full professor of practice, a faculty member should demonstrate recognized leadership and sustained excellence in scholarship. Because of the variation in and across the work of practice stream faculty, evidence of excellence in scholarship may take a variety of forms, such as articles, books, chapters, external grants, internal grants, fellowships, awards, and/or conference proceedings/ papers/presentations, among other activities. It may also come in the form of newly developed courses/course materials, programs, and/or professional development. Quality, impact, and quantity of scholarly output are all potential indicators of excellence. These contributions may be balanced with other areas of excellence as noted in teaching/mentoring and/or service.

B. Process and Materials
Candidate's Responsibility

a. Personal Statement. Written by the candidate, this statement (approximately 3,500-5,000 words) describes the candidate's accomplishments in scholarship/research, teaching/mentoring, and service/engagement as explained above. Candidates should note that the goal of the statement is to offer a narrative to help reviewers understand your body of work; it is not meant to be a proof or a defense, but rather a guide to understand your C.V. and materials. Additionally, the narrative for promotion to Full professor should focus on what scholarly, teaching, and service work has been undertaken since being promoted to Associate, including ongoing community partnerships, program development, and other relevant projects.
b. Curriculum Vitae. The candidate provides a full and updated CV.
c. Work products. The candidate should include examples of their work. This can include published and in press articles or chapters, design and planning documents, and extended talk or training abstracts. The candidate should choose work products that they feel best represent their scholarly work. The

candidate might consider including a table or other way of annotation to explain or situate this work.

d. Course Syllabi. The candidate should include three representative examples of syllabi developed or revised in the last several years. The candidate might consider including a table to explain or situate this work.
e. Course Evaluations. The candidate should include a table of courses taught, average OMET scores across sections, and section sizes to explain or situate this work. The candidate can consider including their reflections or responses to the student evaluations in their personal statement.
f. Peer Evaluations of Teaching. For promotion to full professor of practice, at least two peer evaluations of teaching within the last six years should be included.

School of Education's Responsibility

a. Transmittal Letters. These are written by the department Chair, P&T Committee, and Dean, as each completes their respective step in the procedure.
b. (Optional) Internal Review Letter for Leadership Roles. Candidates may choose to have an internal review letter about their leadership role as part of their dossier. The candidate can suggest this person to their Chair so the Chair may request a letter of support that speaks to this leadership role.
c. Review Letters. At least three letters from Full Professors (appointment stream or tenured) at the University of Pittsburgh outside of the School of Education, and three letters from external institutions are required as part of the review process. A minimum of six letters from full professors or people with equivalent status (such as participatory research experience, research scientist, director) who can speak to the importance and relevance of candidate's work is required--with at least three letters from referees who were not on the candidate's list of suggested names. Letters from Associate Professors (appointment stream or tenured) may be included in the dossier only if an explanation is provided about the efforts made to obtain letters from Full professors. All external referee letters received should be included in the dossier, whether favorable or unfavorable.

   Letters should be written by well-regarded experts who can speak to the significance and impact of the candidate's work across the domains described above. Communication from the department Chair will ask external and internal reviewers to speak to the candidate's quality and impact of work. Although some referees may have collaborated or written with the candidate, most referees should know the candidate primarily through the candidate's work and its impact.

d. The Department Chair will include all course evaluations since hiring or previous promotion in the dossier.

e. Yearly Review Letters from Chair/Dean. Once the dossier is at the Dean's office, it should be supplemented with copies of annual review letters that were sent to the candidate. Minimally, these written reviews should consist of a letter to the faculty member which contains statements as about the faculty member's performance in teaching, research and service.

C. Timeline

Mar 1	Candidate delivers CV to Chair and, optionally, provides up to six names of experts from the field who could potentially write external letters for their case. The chair, in consultation with department faculty, develops a list of additional names independent from the candidate's list. Candidate provides name of internal letter candidate.
March	Chair contacts experts to request a commitment to provide an external review letter, attaching the candidate's CV. Potential reviewers are notified that materials for their review will be sent June 1 with a submission date of September 1 for letters.
Mar-June	Candidate drafts statement, updates CV, and gathers materials (see above) for external dissemination.
June 1	Candidate provides external dossier consisting of personal statement, CV, and at least three artifacts (could be publications, presentations or other important materials) to Chair who sends these materials to reviewers asking for letters to be returned by September 1.
Sept 1	Candidate has option to add updated CV or materials to dossier.
Sept-Oct	Full professors in the candidate's department in the appointment stream and tenure-stream who are tenured discuss the candidate's materials and vote in a secret ballot. The Department Chair writes a transmittal letter including the vote and summarizing faculty discussion of research/scholarship, teaching mentoring, and service/engagement.
Oct-Dec	School of Education P&T committee discusses and votes in secret ballot. Although faculty elected to the P&T committee may participate in both department and P&T discussions, they should vote only at the level of P&T.
Jan-Feb	P&T sends transmittal letter to Dean characterizing their discussions and including the outcome of their vote.
Jan-May	The Dean conducts an independent review of the case. If the Dean determines that promotion is warranted, the Dean writes an independent transmittal letter to the Provost communicating their recommendation. The Dean's letter and the candidate's annual review letters are added to the dossier. If the Dean

determines that promotion is not warranted, the Dean will inform the candidate that their promotion dossier will not be submitted to the Provost due to the Dean's decision not to recommend promotion. Cases are reviewed at the Provost level and candidates are informed of the outcome of their cases by the Office of the Provost.

Appendix A

Specific expectations for promotion in relation to each of the three workload areas are described in greater detail below; however, it is important to understand how we define scholarship for appointment stream faculty, as it does differ somewhat from the scholarly research expectations of tenure stream faculty. Although all professors of practice are expected to engage in scholarly work, the various approaches and outputs can vary greatly depending on the individual's role, personal areas of interest, and departmental context. Along with a broad understanding of scholarship, we offer a framework that provides a way to map and describe scholarly engagements, and to provide better guidance both internally and externally for the review of appointment stream work in regard to promotion of rank.

Framework for Appointment Stream Faculty Scholarship

Please note that this framework is meant only as a model or guiding tool, and not as a narrowing or prescriptive approach to how faculty might situate their scholarly work:

Scholarship of Discovery

The "scholarship of discovery" refers to research that results in the generation of new knowledge, extension of theory, novel interventions or analyses, etc. Common products/outputs would be shared in academic outlets (journals, conferences, etc.)

Scholarship of Application

The "scholarship of application" includes activities that build bridges between theory and practice or that apply knowledge to practical problems. These approaches can focus on improvement science/evaluation work and often involve community or school partnerships. Common products/outputs could take the form of conventional research output, evaluation reports, public engagement, and/or practitioner-based support (practitioner journals, conferences, professional guidelines, etc.)

Scholarship of Teaching

The "scholarship of teaching and/or leadership" refers to activities that "leave the classroom" --- that is, accomplishments that go beyond being an effective teacher. The scholarship of teaching focuses on the development of new courses or teaching methods, assessments of learning outcomes, and preparation and dissemination of highly effective curricula, syllabi, laboratory exercises, educational videos or web sites, patient simulations, problem-based learning cases, or other instructional materials. This strand of research can also apply to those who engage in research related to program design and implementation (i.e.: program coordination). Common products/outputs could take the form of manuals, textbooks, articles or presentations for higher education professional organizations, other departments, open-source materials, etc.

Scholarship of Integration

The "scholarship of integration" (horizontal scholarship) includes creative syntheses, reviews or analyses that define "connections across disciplines and/or fields" or bring new insights to bear on original research. The scholarship of integration seeks to interpret, analyze and draw together the results of original research or creative work. This work highlights the interdisciplinary nature of educational research, and the possibilities for informing and learning from other fields or departments. Products/outputs could include literature reviews, theoretical connections across areas of practice, links to other schools and/or departments across Pitt and other universities, open-source publications, and editor of an anthology or edited volume/handbook.