

The University of Pittsburgh at Greensburg

Policies and Procedures for Faculty Appointment, Reappointment, Promotion, and Conferral of Tenure

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Table of Contents

Document History:.....	i
Introduction.....	1
A. Ranks of Faculty Members at Pitt-Greensburg.....	1
1. Part-time Instructor	1
2. Instructor	1
3. Lab Instructor.....	1
4. Visiting Instructor or Visiting Assistant Professor	1
5. Assistant Professor.....	1
6. Associate Professor.....	2
7. Professor	2
B. Guidelines for Appointment, Promotion, and Tenure at Pitt-Greensburg	2
1. Introduction.....	2
2. General Criteria for Evaluation and Discipline-Specific Guidelines.....	2
3. Teaching, Advising, and Mentoring	3
a. Effective Teaching	3
b. Advising and Mentoring	3
c. Evaluations by Students and Peers.....	4
4. Professional Development	4
a. Significance.....	4
b. Categories of Professional Development.....	5
5. Service.....	6
6. Non-Merit Considerations	7
C. Procedures for Evaluation	7
1. Evaluation of Full-Time Faculty.....	7
2. Evaluation of Part-Time Faculty.....	8
3. Guidelines for Dossiers.....	8
a. Electronic Compilation	8
b. Annual-Review Dossiers	9
c. Part-Time-Faculty Dossiers	9
d. Dossiers for Third-Year Review and for Promotion With or Without Tenure.....	9

D. Appointment and Promotion Within the Tenure Stream	10
1. Assistant Professor.....	11
2. Third-Year Review	11
3. Associate Professor and Awarding of Tenure	11
a. Initiating the Application Process	12
b. Letters from External Evaluators	12
c. Initial-Review Committee.....	13
d. Standing Tenure and Promotion Committee.....	13
e. Administration’s Role	14
f. Procedure for Appeal.....	14
4. Full Professor	15
a. Letters from External Evaluators	15
b. Initial-Review Committee.....	15
c. Second-Tier Committee of Full Professors.....	15
d. Administration’s Role and Procedures for Appeal	16
E. Appointment and Promotion of Full-Time Non-Tenure-Stream Faculty.....	16
1. Differences between Promotions Within and Outside the Tenure Stream	16
2. Promotion to Assistant Professor.....	18
3. Third-Year Review	18
4. Promotion to Associate Professor.....	19
5. Promotion to Full Professor	19
F. Limits of This Document.....	19

INTRODUCTION

This document explains the criteria and procedures for evaluating faculty members at the University of Pittsburgh at Greensburg (Pitt-Greensburg) for appointment, reappointment, promotion, and tenure. These criteria and procedures were formulated to meet the needs of Pitt-Greensburg and are in accordance with general policies established by the University.

A. RANKS OF FACULTY MEMBERS AT PITT-GREENSBURG

1. Part-time Instructor

Part-time instructors teach one to three courses per academic semester and should hold at least a master's degree or the equivalent. Part-time instructors who regularly teach at least nine credits in an academic year qualify for membership in the Pitt-Greensburg Faculty Senate. Reappointment depends upon the needs of particular programs and good evaluations of job performance.

2. Instructor

Instructors are typically non-tenure-stream faculty members who may hold a master's degree as their highest degree in fields in which the master's degree is not the terminal degree. However, faculty members in the tenure stream who are completing terminal degrees when hired are also appointed initially at the rank of instructor. In some technical fields, professional experience may bear considerable weight in appointment decisions; in other fields, teaching experience is essential. Reappointment depends upon the needs of particular programs, good evaluations of job performance, scholarly progress, and a demonstrated interest in and the potential to pursue an academic career.

3. Lab Instructor

Lab instructors may be hired for full-time appointments as well as for visiting appointments as needed by divisions. The minimum degree for a lab instructor is a B.S. in a science field.

4. Visiting Instructor or Visiting Assistant Professor

Visiting faculty members may be hired at the rank of instructor or assistant professor to fulfill specific needs of a division for a limited period.

5. Assistant Professor

An assistant professor is hired on the basis of teaching ability and either substantial research experience or comparable professional experience. The assistant professor has earned a doctorate or an appropriate professional degree and shows evidence of originality and effectiveness in a field of teaching and writing, research, or the creative arts, as well as the capacity to guide and counsel students. To be appointed or promoted to an assistant professorship, a faculty member demonstrates the potential for promotion to associate professor.

6. Associate Professor

An associate professor has earned a doctorate or an appropriate professional degree and has substantial experience in teaching, as well as substantial experience in research or relevant professional experience. For appointment to associate professor, the faculty member has shown evidence of effectiveness in teaching, professional development, and service, as well as a willingness to continue advancing in merit as a professional teacher, an active scholar, and a dedicated member of the University and campus community.

7. Professor

The rank of professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skills. The professor should have attained superior stature in his or her field through one or more of the following: research, writing, creative arts, professional practice, or leadership in professional and learned organizations; and the professor should have exceeded the standards described above for the ranks of assistant and associate professor. The professor must also demonstrate commitment to the University, as well as willingness and capacity for campus-wide leadership.

B. GUIDELINES FOR APPOINTMENT, PROMOTION, AND TENURE AT PITT-GREENSBURG

1. Introduction

Pitt-Greensburg has adopted the following guidelines for faculty appointment, promotion, and tenure, as well as for awarding salary increases. The criteria for evaluating faculty reflect the distinctive character of Pitt-Greensburg as a liberal-arts campus with a teaching load of twelve credit hours per semester, a demand for generalist as well as specialist instruction of undergraduates, and distinctive opportunities for interdisciplinary collaboration among faculty. The guidelines have been revised in 2015 to reflect these characteristics more realistically and to concentrate faculty effort on Pitt-Greensburg's primary mission: to ensure excellent instruction of undergraduates while conserving faculty time for innovative work in instruction, professional development, and service.

2. General Criteria for Evaluation and Discipline-Specific Guidelines

Candidates under review at all levels are evaluated in three categories: (1) teaching, advising, and mentoring; (2) professional development; and (3) service. Teaching, advising, and mentoring are understood as the primary professional commitment of a Pitt-Greensburg faculty member and are of greatest importance in the evaluation. However, an evaluation can be negative and promotion can be denied for a candidate who neglects or is unsuccessful in professional development or service. Each of the three categories must be considered in context with the others in the evaluation of any candidate. The terms of each faculty member's contract at time of hire must be considered, as well as (and in balance with) the changing needs of the program and the campus in evaluating the distribution of work from year to year.

The relationship among the three criteria is complex, and the relative emphasis placed upon each criterion varies among divisions, disciplines, and individual faculty members. This variation is necessary and desirable because of the differing nature and roles of the disciplines. The diversity

also reflects individual differences in expertise, resources, interests, opportunities, and responsibilities. Such differences may have a significant impact on individual accomplishments in any year and over time. Therefore, the faculty representing each discipline or assessment group within the three divisions at Pitt-Greensburg may choose to formulate descriptions and recommendations for appropriate professional development distinct to their discipline. The process should begin by identifying models from other schools and consulting with faculty colleagues from similar programs. Following this research, discipline-specific recommendations are subject to evaluation and revision in consultation with the faculty and the division chair within the discipline's division, and then are presented for approval to the administration and the Pitt-Greensburg Faculty Senate. Discipline-specific recommendations that have been formally approved according to this process will be included in the appendices to this document and must be consulted by all faculty members and administrators involved in the review of annual evaluations and in decisions of promotion and tenure within these disciplines.

A division chair, in consultation with members of the division, may formulate and circulate to the members of the division supplemental guidelines to evaluate the performance of their varied responsibilities so long as those guidelines do not conflict with Pitt-Greensburg guidelines and University policy. Any supplemental divisional criteria for reappointment or promotion should be reevaluated by the members of the division at least once every three years and when a new division chair has been chosen. Evaluations should rest not solely on quantitative considerations such as the number of committee assignments, publications, or memberships in professional organizations but also on qualitative assessments of a candidate's overall performance, which, although difficult and sensitive, are a fundamental part of the peer-review process.

3. Teaching, Advising, and Mentoring

a. Effective Teaching

Effective teaching stimulates students to acquire knowledge, awakens students to new concepts, and leads them to apply their knowledge to think critically. Effective teaching includes presenting the subject matter clearly, selecting in-class activities to promote learning, and maintaining a positive classroom atmosphere. Such teaching begins with a sound foundation of current knowledge and command of the discipline. It requires careful preparation and organization of course material, along with constant review and study of important new developments and the periodic updating of course materials. Effective teaching also involves awareness of and responsiveness to curriculum needs beyond an instructor's own courses, as well as participation in developing new courses and contributing to curriculum planning.

b. Advising and Mentoring

Mentoring includes academic advising, directing individual research projects, advising honor societies and student organizations, working closely with students to organize and participate in professional conferences, and guiding students in other career, professional, or academic contexts beyond the classroom.

Academic advising is in itself a form of mentoring and is expected of all full-time Pitt-Greensburg faculty members. Advising consists of academic counseling to prepare students for registration, career counseling, and referral to other University services. Effective advising

requires a thorough, up-to-date knowledge of the curriculum and academic regulations, as well as an understanding of the interests and concerns of each advisee. Advisors counsel students in selecting courses and inform students of other options compatible with their academic and career goals. Advisors also monitor progress during and across semesters and intervene as appropriate to help prevent and resolve problems. Although advising duties are concentrated in the first weeks of the registration period for each semester, advisors must be accessible to their advisees throughout the semester.

c. Evaluations by Students and Peers

In evaluating effective teaching and mentoring, review committees consider students' OMET surveys of teaching performance, as well as evaluations by faculty peers from classroom visits, reviews of teaching materials, assessments of curriculum-development work, and reports of advising and mentoring activities. OMET scores are not to be understood as an absolute numerical means of ranking faculty members by comparison with one another. Rather, these scores, in the context of promotion and tenure dossiers, provide a way to review patterns and track improvement over time, and to ensure that a certain standard is being met. The scores must be evaluated in the context of the candidate's other teaching materials. The review of teaching effectiveness must consider the candidate's syllabi, course outlines, grading policies, examinations, and other relevant materials. Evaluative forms other than those provided by the Office of Measurement and Evaluation of Teaching must be reviewed in advance by the division chair and the Vice President for Academic Affairs if the results are to be used for summative evaluation.

4. Professional Development

a. Significance

Scholarly and creative accomplishments distinguish the quality of faculty we seek to appoint and promote, particularly where such accomplishments enhance teaching, provide opportunities for students, and benefit communities beyond the campus. Pitt-Greensburg encourages faculty members to pursue the highest possible levels of scholarship, research, creative endeavor, and professional application. A faculty member's supporting evidence of professional development must include documentation that does more than list his or her involvement in a professional activity. Although effort and originality matter in the record of professional development, the quality and promise of ongoing productive activity are of primary importance. Quality and promise may be demonstrated through publication, presentation, or performance, but any documented work not yet published or presented publicly may serve as an indication of quality and promise as well. Such unpublished work under development is to be judged on its own merits, taking into account any authoritative evidence provided by the candidate and the assessment of outside evaluators participating in the review. Professional development may also involve availing oneself of opportunities to develop new skills, methods, and strategies, and such activities are considered meritorious for the purpose of the faculty member's evaluation in an annual review. For promotion, however, a candidate must include in the dossier a record of conference presentations, publications, and other achievements as discussed below.

b. Categories of Professional Development

For promotion to associate professor and/or conferral of tenure, a Pitt-Greensburg faculty member's professional-development activities must contribute to at least one but ideally more than one of the following categories, depending upon discipline-specific expectations:

- 1) Scholarship involving the faculty member with a national or international disciplinary community, wherever appropriate, which helps define and expand knowledge and understanding within the faculty member's field of study—as defined by graduate training or by areas of investigation chosen and defined during the faculty member's employment at Pitt-Greensburg. Such work necessitates peer-reviewed evaluation through reputable venues within the faculty member's discipline. Particularly noteworthy scholarly accomplishments may include, depending upon the field of study, publication of a monograph or a book by a reputable press, publication of articles in peer-reviewed journals, being awarded a grant for a scholarly endeavor, and/or designing and developing new projects. Although a book contract must not require the author to purchase his or her own work for it to be published, a subvention from the University or from the author to a legitimate academic press to support the expense of publication is acceptable. For collaborative publications, projects, and grant applications, the extent of the candidate's contribution must be made clear. Further, collaborative work must be understood by review committees in the context of the particular conventions and expectations of a faculty member's discipline and with attention to the core-value importance accorded to collaboration and interdisciplinary endeavor at Pitt-Greensburg.

Work toward such publications may include presenting papers at professional conferences, reviewing and vetting the scholarly content of professional conferences or conference sessions, writing book and research proposals, drafting manuscripts, and developing digital resources prior to review by appropriate scholars in the faculty member's discipline. Evidence of ongoing professional development in any of these areas will be considered by review committees in context with what is understood to be appropriate within a particular candidate's field, and in consultation with discipline-specific guidelines that may be approved for inclusion as appendices to this document.

Examples (in no particular order of importance):

- Presenting a paper at a conference
- Publishing an article in an online peer-reviewed journal
- Publishing a chapter in an edited volume
- Publishing a book
- Creating a database for the use of other scholars
- Organizing a conference panel, including proposing the topic, soliciting participants, reviewing submissions, and preparing commentary
- Writing a grant proposal to support a research project

- 2) Documented evidence of practice in the faculty member's field that benefits the local, regional, or national institutions and communities in which the faculty member circulates. Such work may involve developing professional workshops, writing grant applications, receiving a grant, writing public-policy proposals, creating digital resources, and delivering solicited presentations, as well as delivering unsolicited conference presentations and publishing articles or books that reach communities benefitting from the work in a way that may be assessed and validated by external reviewers in the faculty member's field.

Examples (in no particular order of importance):

- Publishing a textbook
- Designing and presenting a workshop for public-school teachers
- Teaching continuing-education courses for professionals
- Reporting the results from a program evaluation conducted for a government agency
- Preparing a video documentary for a local organization

- 3) Where defined as an expectation in the faculty member's field, creative works and performances—including recitals, exhibitions, and public readings—may serve as evidence of professional development and must be evaluated by others in the faculty member's field. Publications may include book-length works (such as novels and memoirs); full-length plays; and poems, prose poems, short stories, one-act plays, essays, and short works of creative nonfiction, either collected in book form or published individually in journals, in anthologies, or in digital formats documented as significant in the candidate's discipline. Determining the significance of such publications and presentations may require the informed judgment of external reviewers.

Examples (in no particular order of importance):

- Curating an art exhibit for a museum
- Performing in a play or in a concert as part of an off-campus group
- Publishing a collection of short stories or poems
- Publishing a novel or a play

5. Service

Service includes governance and other efforts supporting the campus and the University, contributions to government and to the community within the area of the faculty member's expertise, and service to the profession.

Campus and University service includes, but is not limited to, actively supporting Academic Village activities, serving on campus and University committees, serving as an officer in the

campus or University governance structure, conducting evaluative classroom visits, participating in the Summer Orientation and Registration (SOAR) program and on Discovery Days, and participating on search committees.

Public and professional service, within the scope of the faculty member's area of expertise, includes service to governmental units at all levels and to nonprofit agencies, whether the faculty member is compensated or not; associational service to learned societies that seek to advance the academic disciplines and professions, such as serving as an officer of a professional association or an honorary society and/or serving on committees or task forces of a professional association; organizing conferences whose primary beneficiary is Pitt-Greensburg or the community and whose attendees consist primarily of non-peers (such as community members or public-school personnel); and other efforts including, but not limited to, professional activities related to for-profit agencies, corporations, or other organizations, whether the faculty member is compensated or not.

6. Non-Merit Considerations

Achieving the mission of Pitt-Greensburg requires a wide variety of talents and expertise balanced among specialized fields. Because these needs change over time, the campus must be prepared to adapt to such changes. All recommendations for reappointment and promotion must therefore take into account not only the merits of each candidate but also the current standards of the relevant discipline or profession at large, as well as the demand for courses in the candidate's division at the time of the recommendation and for the foreseeable future. Procedures dealing with non-merit considerations such as financial exigency or program reorganization are outlined in the *Faculty Handbook* and in University Policy documents 02-02-08 and 02-02-09. The complete text of the *Faculty Handbook* appears online at <http://www.pitt.edu/~provost/handbook.html>.

C. PROCEDURES FOR EVALUATION

1. Evaluation of Full-Time Faculty

During the first term of employment, each faculty member meets with the division chair to discuss the substantive standards applied in decisions affecting renewal and promotion, procedures used to review performance, and scheduling of the stages in the renewal and/or promotion processes. The division chair will meet with the faculty member to discuss the review process and any other matter of relevance as often as requested and deemed appropriate.

The purposes of the annual review are to assess the faculty member's overall performance and achievement of agreed-upon goals from the previous year, to evaluate progress toward tenure and/or promotion if applicable, to provide a basis for awarding merit increases in salary, and to establish goals for the coming year.

Annual reviews should be viewed as part of the faculty-mentoring process and should not be used exclusively for determining salary increases. The annual review becomes part of the material used for consideration in promotion and tenure proceedings, during which the annual reviews are considered sequentially within the arc of the faculty member's career at Pitt-

Greensburg. As part of the annual review, all faculty members are required to submit the results of at least two sets of OMETs. These sets should represent the scope of the faculty member's teaching responsibilities.

Division chairs and administrators involved in the annual review of faculty members preparing for tenure and promotion applications are in particular tasked with predicting on a year-to-year basis whether the candidate is making acceptable progress in teaching, professional development, and service—but can do so only in a limited way, without being able to fully anticipate the evaluations of review committees and the reports of external reviewers. The division chair meets annually with each junior faculty member to discuss the faculty member's evaluation and performance based on the criteria for reappointment, promotion, and salary adjustments. A written summary of the annual review and evaluation, signed by the division chair and the faculty member, is placed in the faculty member's electronic personnel file, and copies are sent to the faculty member and the Vice President for Academic Affairs. The division chair and the Vice President for Academic Affairs assist the faculty member in identifying areas of performance that need improvement. The Vice President for Academic Affairs reads all evaluations and drafts a summary statement, and consults with the division chair to determine the rating to ensure consistency in evaluation practices across the divisions.

Procedures for promotion review for full-time tenure-stream and non-tenure-stream faculty are detailed in the following section.

2. Evaluation of Part-Time Faculty

A part-time faculty member who regularly teaches more than one course per term should have the opportunity to meet with full-time faculty members for a discussion of course development and for an assessment of his or her contribution to Pitt-Greensburg's curriculum. Full-time faculty are responsible for arranging meetings with part-time faculty.

After a part-time faculty member has been employed for three years at Pitt-Greensburg, he or she will undergo a review by a committee of full-time faculty qualified to review his or her teaching. The review is modelled on the annual-review process for full-time faculty, but with greater emphasis on teaching performance. The division chair facilitates this review by introducing the candidate to the procedure and to the faculty on the review committee.

3. Guidelines for Dossiers

a. Electronic Compilation

Faculty members compile their dossiers electronically, working from a foundation of electronic files accumulated from year to year for annual evaluations. Materials to be used in both annual-review and promotion dossiers are to be stored electronically in a secure file space shared by the faculty member, the division chair, and the Vice President for Academic Affairs, and accessible to review committees, external reviewers, the campus President, and other university administrators as needed. This system is an efficient way to update materials each year, to review progress over longer periods, and to compile third-year-review, promotion, and tenure dossiers.

b. Annual-Review Dossiers

An annual review begins with a summary, not to exceed three hundred words, of the most significant efforts having consumed the faculty member's working time in the preceding year, as well as any change in role at Pitt-Greensburg since the previous year, such as a change in appointment. The summary should also concisely outline plans for the following year. Annual reviews must include a list of all courses taught and the results of two OMET surveys for the academic year under evaluation, together with the faculty member's reflection on the surveys and on his or her teaching for the year. The annual reviews should include significant new developments in course material and evidence of professional development and service.

Annual reviews are prepared and stored electronically with a prescribed format for electronic submission. The division chair's formal written evaluation follows a discussion between the division chair and the faculty member and is included in the archive of annual reviews.

c. Part-Time-Faculty Dossiers

Dossiers of part-time faculty members must include a representative sampling of OMET surveys for the three-year period under evaluation, consisting of one OMET survey per year, as well as reflection on those surveys and the courses taught.

Part-time faculty members may choose to include, when appropriate, documentation of professional development in the field in which they have taught over the three-year period under review, as well as service to the campus over that period (e.g., participating in Faculty Senate, attending Commencement and/or Honors Convocation, and serving as a club advisor).

d. Dossiers for Third-Year Review and for Promotion With or Without Tenure

To conserve the valuable time of faculty members involved in evaluation processes, dossiers must be limited in length and organized efficiently.

- Third-year-review dossiers must not exceed the scope of the promotion-and-tenure dossier. A minimum of two distinct courses should be featured in the dossier, with complete OMET reports for no more than two course sections per year as required for annual evaluations.
- For promotion dossiers (with or without application for tenure), the candidate prepares a table or chart to summarize the results of the OMET reports submitted with the annual evaluations in the years preceding the promotion application. The candidate then presents a selection of complete OMET reports from only six class sections and from at minimum three distinct courses. At least two of these representative courses should be from early in the candidate's career, and at least two should be from the two years immediately preceding the candidate's assembly of the dossier.
- Each dossier must include a curriculum vitae and a Table of Contents.
- The Narrative section of either the third-year review or the tenure-and-promotion dossier must not exceed twenty-five double-spaced pages in a reader-friendly font no smaller than 12-point Times New Roman. The recommended length is fifteen to twenty pages, or 5,000 to 6,000 words.

- Division chairs and senior faculty are responsible for making model dossiers available for candidates to consult.

D. APPOINTMENT AND PROMOTION WITHIN THE TENURE STREAM

Appointments of tenure-stream faculty members below the rank of associate professor may be for terms of one, two, or three years. For instructors, an initial appointment is usually for one year. For assistant professors, an initial appointment is usually for three years. Reappointments of instructors will be for one-year terms. When a decision is made not to renew an appointment, a faculty member on a first one-year appointment will be informed in writing no later than March 15. For subsequent one-year appointments, the faculty member who will not be renewed must be informed in writing by December 15. A faculty member on a two-year appointment will be informed by December 15 of the second year, and a faculty member on a three-year appointment will be informed by April 30 of the second year.

A year of appointment in the tenure stream is recognized as such if the appointment becomes effective on or before December 31. If the appointment becomes effective on January 1 or later, the remainder of the academic year is disregarded for this purpose, and the next year is counted as the first year of appointment in the tenure stream.

Unless otherwise negotiated, a faculty member who has served for seven years in the tenure stream must be promoted to associate professor with tenure, or else his or her term of employment as a faculty member ends. A faculty member in the tenure stream will be eligible to apply for promotion and tenure at the end of the fifth year, and must be informed of promotion or termination before the end of the sixth year. The maximum allowable duration of service in the tenure stream without tenure will be independent of previous service at another college or university.

Leaves of absence do not jeopardize tenure-stream status but may extend the maximum allowable period in the tenure stream. Faculty who experience exceptional circumstances beyond their individual control, such as severe long-term illness, may temporarily transfer out of the tenure stream. When a tenure-stream faculty member is granted a leave of absence, the official letter of notification from the Provost may state that the period of probationary appointment has been extended and that the time of leave will not be counted as a part of the term of the probationary period of service. The minimum extension and period of noncounted service will be one academic term or semester, even though the leave may be for a shorter period. An extension under this provision is limited to two academic years. An extension under this policy will be made solely to ensure the faculty member of an opportunity for evaluation substantially equivalent to that of a faculty member not taking leave.

The policy on temporary and permanent reassignment of faculty members from tenure-stream appointments to non-tenure-stream appointments is discussed in Chapter 2 of the *Faculty Handbook*: http://www.provost.pitt.edu/handbook/ch2_app_transfer.htm.

1. Assistant Professor

Promotion from instructor to assistant professor for tenure-stream faculty members requires completion of the doctorate or other appropriate terminal degree. When the hiring contract stipulates an expected degree-completion date that the candidate duly meets, the candidate will be promoted to assistant professor upon timely completion of the degree. However, if the candidate does not complete the degree by the contractually stipulated deadline, the candidate follows a procedure modelled on the process for application for tenure (see Section D2) but without the involvement of a Standing Tenure and Promotion Committee. The candidate submits a dossier in consultation with three external reviewers, who should be tenured faculty with the rank of associate professor or professor. The dossier and the reports from the external letter writers are then reviewed by a committee consisting of tenured faculty at the rank of associate professor or higher within the candidate's division. Following the committee's review, the division chair, the Vice President for Academic Affairs, and the President prepare recommendations following the procedures established for tenure cases.

2. Third-Year Review

In the spring semester of a faculty member's third year at Pitt-Greensburg, a reappointment decision must be made. After consulting with the candidate, the division chair will select two or three tenured faculty members from the candidate's discipline and/or related fields to serve as evaluators of the third-year review. External tenured reviewers may be solicited if there are not a sufficient number of tenured Pitt-Greensburg faculty in the same or cognate disciplines. During consultation, the candidate may challenge the appointment of any peer reviewer; however, final authority rests with the division chair. The division chair must initiate this review to ensure that the review will be completed and subsequent decisions will be made before the University's deadlines. The peer reviewers should familiarize themselves with all aspects of the candidate's performance and potential for advancement in teaching, professional development, and service. They should submit a written report to the division chair, including reference to all materials used in the evaluation. The report should be extensive, detailed, and thorough. The division chair will also prepare a written evaluation at the time of the third-year-reappointment decision. The division chair will make a recommendation for reappointment, with full justification, based on the annual meetings and reports, as well as on the peer reviewers' reports, and will send it to the Vice President for Academic Affairs, who will make his or her own recommendation. The President of the campus will review the recommendation of the Vice President for Academic Affairs and then forward it, with his or her own recommendation, to the Provost. If the reappointment is denied, the faculty member may request that the campus President reconsider the decision. If the request for reconsideration is denied, the faculty member may initiate the appeals process discussed in University Policy Document 02-02-10: <http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>.

3. Associate Professor and Awarding of Tenure

Faculty members hired in the tenure stream must by contract apply for tenure and promotion to associate professor by the end of their fifth year in the tenure stream at Pitt-Greensburg. The procedures for conferring tenure will therefore be discussed under this heading. Tenure is a status accorded to faculty members who have demonstrated high ability and achievement in their

dedication to the growth of human knowledge. The purpose of tenure is to ensure continuity in the University's experienced faculty and the functions for which they are responsible, as well as to uphold the intellectual freedom to inquire beyond the concerns of the institution.

Tenure at Pitt-Greensburg may be held only by associate professors and professors. Once it has been awarded, tenure is obligatory for the University and optional with the faculty member. Tenure does not apply to administrative positions, which may be for indefinite terms and which are terminable at any time.

Under unusual circumstances, promotion to the rank of associate professor within the tenure stream may be made without the conferral of tenure. The faculty member will usually have completed at least three years in the tenure stream. If a tenure-stream faculty member is promoted to associate professor without tenure, that appointment without tenure will be for a minimum of two years and a maximum of four before the decision to award tenure is reconsidered. If there is no intention of awarding tenure, the faculty member must be given at least twelve months' notice of termination before the end of the appointment.

Initial appointments at the rank of associate professor or professor will be for a probationary period of three or four years. Tenure may be awarded at any time during the probationary period. If tenure is not awarded, the probationary appointee at the associate-professor or professor level must be given at least twelve months' notice before the end of the probationary appointment. Under exceptional circumstances, the initial appointment of an associate professor or a professor may be made with tenure.

a. Initiating the Application Process

The division chair informs each tenure-stream faculty member no later than April 1 of his or her fifth year that a tenure decision is to be made; further, the division chair guides the candidate in all procedures the candidate must follow to initiate the tenure-decision process.

By June 30, the candidate assembles a file containing materials testifying to his or her performance in the three areas of professional responsibility: teaching, mentoring, and advising; professional development (scholarship and/or artistic performance); and service. The candidate must also submit a curriculum vitae and a self-evaluation. Finally, the candidate may submit for consideration any other materials deemed relevant. In addition, the division chair provides copies of the candidate's annual reviews from the candidate's electronic portfolio for internal-campus review; however, the annual reviews must be excluded from copies of the candidate's file sent to external reviewers.

b. Letters from External Evaluators

Letters of evaluation from colleagues in the field, at least six of whom are not Pitt-Greensburg faculty members, must be solicited. The candidate chooses three external evaluators; and the division chair, consulting with tenured members of the division (referred to hereafter as the initial-review committee, or IRC), chooses three more. Each external evaluator must hold the rank of tenured associate professor or tenured professor. The division chair is responsible for contacting all external evaluators and forwarding the appropriate review materials to them. The external evaluators, discriminating peers within a common discipline, are expected to comment

on the candidate's suitability for tenure at Pitt-Greensburg. The division chair must receive the external evaluations no later than October 1.

Additional recommendations from distinguished professionals or creative artists who do not hold the appropriate academic rank and/or tenure may also be solicited by the division chair in consultation with the candidate.

c. Initial-Review Committee

The division chair assembles an initial-review committee (IRC) of all the tenured members of the division. If there are not sufficient tenured members of a division in the same discipline as the candidate or in cognate disciplines, tenured faculty members from other University campuses and from other Pitt-Greensburg divisions may be added to the IRC. Any tenured faculty member whose primary responsibilities are administrative is excluded from service on the tenure committee. The division chair facilitates the first meeting of the IRC and may attend its deliberations but will not be a voting member. The division chair appoints a member of the IRC as its chair. If possible, the chair of the IRC should be the chair of the third-year-reappointment peer-review committee. The IRC members evaluate and vote on the candidate's suitability for promotion. This vote must be conducted by secret ballot and officially recorded. The IRC reviews the candidate's file and prepares a report no later than November 1. The chair prepares the committee's statement and obtains the signatures of the other members of the committee.

The committee's report should include appropriate references to all materials used in the evaluation and should be extensive, detailed, and thorough. The committee must carefully phrase the report so that no specific comment might be inferred to be the response of any particular member. To ensure that the recommendation and the report accurately represent the candidate's accomplishments and their relation to campus standards, the members of the IRC committee are charged with conducting their evaluation collaboratively and fairly. The recommended approach to facilitate effective deliberations is to hold two meetings. The first meeting should involve a thorough exploration of issues and exchange of views. The second meeting should be used for continued deliberations and voting, as well as for work on the required report. If there are differences of opinion about teaching, scholarship, or service, the report should give appropriate and proportionate space to the majority and minority opinions about the candidate's performance.

The IRC submits the report, along with the candidate's file, to the division chair. The division chair writes an independent evaluation of the candidate and sends it, along with the report of the IRC, to the Standing Tenure and Promotion Committee (STPC) by November 3. The division chair meets with the candidate in person to inform him or her of the division chair's recommendation and that of the IRC.

d. Standing Tenure and Promotion Committee

Membership on the STPC is assigned on a rotating basis among the tenured faculty in each division for two-year terms. Every two years, a new committee is formed with two members selected to represent each division. The STPC for a candidate comprises the four members of the

larger STPC outside the candidate's own division and two other tenured faculty members from within the University, but not from Pitt-Greensburg.

In addition to ensuring the proper application of procedures and maintaining broad uniformity of standards across the campus community, the STPC conducts its own independent evaluation of a candidate's dossier. The STPC members vote on the candidate's case by secret ballot, and their votes are officially recorded. The STPC chair writes a report that may comment on the procedures followed by its committee and the IRC. The division chair and the IRC chair may appear before the STPC to answer questions about the material presented and the recommendations.

If there is disagreement between (a) the division chair's report, (b) the IRC's report, or (c) the STPC's evaluation, the chair of the STPC must consult with the division chair and with members of the IRC and the STPC. This consultation is critical in cases in which the STPC is concerned that standards or procedures of the University have not been uniformly applied. The purpose of the consultation will be to clarify viewpoints and to provide an opportunity for reconsideration and/or revision of reports before the case is forwarded to the administration.

The STPC chair also meets with the candidate in person to inform him or her of the STPC's recommendation. The STPC chair then sends the report, along with all other supporting materials, to the Vice President for Academic Affairs by November 30. Following the STPC chair's meeting with the candidate, the candidate has the opportunity to respond and submit any additional materials to the Vice President for Academic Affairs no later than December 15.

e. Administration's Role

The Vice President for Academic Affairs forwards all relevant materials, along with his or her recommendation, to the campus President no later than January 15.

By February 1, the campus President makes a decision and, if it is positive, submits appropriate material from the candidate's file to the Provost of the University.

If the campus President recommends that tenure be denied, he or she will inform the faculty member in writing of this decision. If the faculty member requests, he or she will be informed in person of the reasons for the denial. Also upon request, the faculty member will receive written confirmation from the President of the reasons given for the recommendation that tenure be denied.

f. Procedure for Appeal

If tenure is denied at any level, the faculty member receives written notice of that decision and has the right to receive a written statement first from the campus President, then from the Provost, and finally from the Chancellor, following the appropriate order. The faculty member may request that any of these administrators reconsider the decision. Any such request must explain the reasons for reconsideration, and the faculty member may resort to the appeals process discussed in University Policy Document 02-02-10:

<http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>.

4. Full Professor

An associate professor who seeks promotion to the rank of professor must notify his or her division chair and the Vice President for Academic Affairs of the intention to apply for promotion by March 1. The candidate then assembles appropriate materials to support the application and submits them to the division chair by June 30. These materials must provide evidence of continuing effectiveness in teaching, mentoring, and advising; professional development (scholarship and/or artistic performance); and service.

a. Letters from External Evaluators

Letters of evaluation from colleagues in the field, at least six of whom are not Pitt-Greensburg faculty members, must be solicited. The external evaluators are selected by the candidate and the division chair. The candidate chooses at least three external evaluators, and the division chair chooses at least three more. Each external evaluator must hold the rank of professor with tenure. The division chair is responsible for contacting all external evaluators and forwarding the appropriate review materials to them. Annual reviews, however, must be excluded from copies of the candidate's file sent to external evaluators. The external evaluators, discriminating peers within a common discipline, are expected to comment on the candidate's suitability for the rank of professor at Pitt-Greensburg.

If a division chair is a candidate for promotion to full professor, the Vice President for Academic Affairs selects and contacts external evaluators and assembles the initial-review committee of full professors to serve as peer reviewers.

b. Initial-Review Committee

The candidate's division chair prepares and submits to the Vice President for Academic Affairs an independent written evaluation of the candidate with detailed, extensive, and thorough justification for the recommended action.

In consultation with the candidate, the division chair selects at least two full professors from within the division to form an initial-review committee. If two full professors are not available within the candidate's division, the division chair may recruit a full professor in the same or a similar discipline to the candidate's from another Pitt campus to serve alongside a full professor from another campus division on the initial-review committee. This committee is charged with preparing a summary analysis based on the candidate's dossier, the letters from the external reviewers, the division chair's report, and the candidate's recent annual evaluations, but not with making a recommendation for or against promotion. By reserving their recommendations, the initial-review committee members may then join with the remaining full professors to form the second-tier committee, who will vote on the candidate's eligibility for promotion.

c. Second-Tier Committee of Full Professors

The Vice President for Academic Affairs forwards the reports of the external evaluators, the peer reviewers, and the division chair to the second-tier committee of full professors for review and voting. The vote of the committee is conducted by secret ballot and officially recorded, and the committee's recommendation, with full justification, is submitted to the Vice President for Academic Affairs.

A committee composed of all of the full professors on campus reviews the candidate's file, votes on the candidate's eligibility for promotion, and submits to the Vice President for Academic Affairs a report containing and fully justifying the committee's collective recommendation. If there is an insufficient number of full professors in the same discipline or in cognate disciplines, the division chair may add to the review committee full professors from beyond the Pitt-Greensburg campus. Each added member may or may not have served as part of the initial-review committee. As peer reviewers, the subcommittee members should familiarize themselves with all aspects of the candidate's performance and potential for continuing contributions. The written report should be detailed, extensive, and thorough.

d. Administration's Role and Procedures for Appeal

After independent review, the Vice President for Academic Affairs forwards his or her recommendation and other materials to the campus President. The President then reviews the case, makes a decision, and, if it is positive, forwards his or her recommendation along with appropriate supporting material to the Provost. If the President denies the promotion, the associate professor may reapply for promotion at any time or initiate the appeals process discussed in University Policy Document 02-02-10:

<http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>. The associate professor should be informed of the University's decision within one year of the application.

E. APPOINTMENT AND PROMOTION OF FULL-TIME NON-TENURE-STREAM FACULTY

Many Pitt-Greensburg faculty members are hired for full-time non-tenure-stream positions. Non-tenure-stream appointments may be made at the ranks of instructor, assistant professor, associate professor, and professor.

Appointments of full-time non-tenure-stream faculty members may be for one to five years and are renewable. Typically, instructors are appointed for one year, assistant professors for three years, and associate professors for five years. When a decision is made not to renew an appointment of a faculty member who has completed less than five full years of continuous service, he or she is informed in writing no later than three and a half months before the end of the appointment. When a decision is made not to renew an appointment of a faculty member who has completed at least five full years of continuous service, he or she is informed in writing no later than five and a half months before the end of the appointment. Faculty members outside the tenure stream who are supported in whole or in part by grants must be notified before the termination of the grant as to whether or not they will be reappointed should a supporting renewal or replacement grant be obtained.

Full-time non-tenure-stream faculty members whose appointments are terminated by the President before their contracts expire may initiate the appeals process discussed in University Policy Document 02-02-10: <http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>.

1. Differences between Promotions Within and Outside the Tenure Stream

Although Pitt-Greensburg upholds a tradition of egalitarianism between tenure-stream and non-tenure-stream faculty members, significant differences between the two kinds of contracts must

be understood, particularly regarding expectations during the early years of employment and the procedures for promotion. Faculty members hired outside the tenure stream may apply for promotion to assistant professor, associate professor, and professor following essentially the same process as explained for tenure-stream faculty. The differences in the constitution of committees and the types of recommendations that distinguish non-tenure-stream promotions will be discussed in sections 3 and 4 below.

The salient difference between tenure-stream and non-tenure-stream promotions is that non-tenure-stream faculty face no deadline by which they must be evaluated for promotion. All faculty are expected to fulfill obligations in teaching, professional activity, and service. However, tenure-stream faculty should concentrate primarily on demonstrating effective teaching and establishing a record of professional accomplishment. The reduction (but not elimination) of expectations for service, as well as the award of regular course releases, reflects the rigid promotion schedule for tenure-stream faculty. In contrast, non-tenure-stream faculty are expected to achieve a balance among teaching, professional activity, and service in the early years of employment. Both tenure-stream and non-tenure-stream faculty, however, are vulnerable to demands that compromise their progress in professional development. All faculty members pursuing promotions must therefore be afforded course-release opportunities to provide time for scholarly and professional projects.

Tenured faculty are expected to demonstrate a better balance among teaching, professional activity, and service activities than in their work prior to tenure. The exact balance among these areas should be discussed by the faculty member, whether tenured or tenure stream, with the division chair and the Vice President for Academic Affairs. Both tenured and non-tenure-stream faculty should be eligible for occasional course releases. Tenured faculty may apply for sabbatical leaves following University policy, but non-tenure-stream faculty should also be considered for longer-term leaves on a competitive basis.

Both tenured and tenure-stream faculty participate in personnel matters by, for example, serving on search committees and conducting classroom observations for colleagues. However, the roles of tenured and tenure-stream faculty on promotion committees will vary, as discussed elsewhere in this document.

Other differences in expectations are determined by a faculty member's employment status. Expectations for service and leadership, for instance, will be greater for full professors whose teaching load is reduced. Visiting faculty—hired in full-time roles on a short-term basis to meet the needs of a program—should concentrate on instruction and service, and their professional-development expectation involves maintaining currency in their discipline. By contrast, maintaining currency in their discipline is viewed as part of the teaching responsibility for most permanent faculty. Lab instructors hired to teach basic science labs may be asked to teach first-year science courses, often for extra compensation. Lab instructors should concentrate on instruction and service, and should fulfill their professional-development expectation by maintaining currency in their field. Part-time faculty hired on a term-by-term basis to teach specific courses have limited service responsibilities and are not required to pursue professional development.

2. Promotion to Assistant Professor

Promotion from instructor to assistant professor for non-tenure-stream faculty members requires completion of the doctorate or other appropriate terminal degree. A candidate whose hiring contract stipulates an expected degree-completion date will be promoted to assistant professor upon timely completion of the degree. Any candidate without such contractual stipulation, however, follows a procedure modelled on the tenure-application process (see Section D2) but without the involvement of a second-tier committee. The candidate submits a dossier to be evaluated by three external reviewers, who may be tenured or non-tenure stream faculty with the rank of associate professor or professor. The dossier and the reports from the external letter writers are then reviewed by a committee consisting of faculty at the rank of associate professor or higher within the candidate's division. Following the committee's review, the division chair, the Vice President for Academic Affairs, and the President prepare recommendations following the procedures established for tenure cases.

3. Third-Year Review

In the fall semester of a faculty member's third year at Pitt-Greensburg, a reappointment decision must be made. After consulting with the candidate, the division chair will select two or three faculty members holding the rank of associate professor or higher from the candidate's discipline and/or related fields to serve as evaluators of the third-year review. External reviewers with the rank of associate professor or higher may be solicited if there are not a sufficient number of ranking Pitt-Greensburg faculty in the same or cognate disciplines. During consultation, the candidate may challenge the appointment of any peer reviewer; however, final authority rests with the division chair. The division chair should initiate this review to ensure that it will be completed and subsequent decisions will be made before the University's deadlines. The peer reviewers should familiarize themselves with all aspects of the candidate's performance and potential for advancement in teaching, professional development, and service. They should submit a written report to the division chair, including reference to all materials used in the evaluation. The report should be extensive, detailed, and thorough. The division chair will also prepare a written evaluation at the time of the third-year-reappointment decision. The division chair will make a recommendation for reappointment, with full justification, based on the annual meetings and reports, as well as on the peer reviewers' reports, and will send it to the Vice President for Academic Affairs, who will make his or her own recommendation. The President of the campus will review the recommendation of the Vice President for Academic Affairs and then forward it, with his or her own recommendation, to the Provost. If the reappointment is denied, the faculty member may request that the campus President reconsider the decision. If the request for reconsideration is denied, the faculty member may initiate the appeals process discussed in University Policy Document 02-02-10:

<http://www.cfo.pitt.edu/policies/procedure/02/02-02-10.html>.

Following a successful third-year review, reappointment decisions are handled less formally. These reappointment reviews are completed by the Vice President for Academic Affairs based on the annual performance reports from division chairs with written recommendations forwarded to the President. Once the reappointment recommendation reaches the President, the process continues as prescribed above for the third-year review.

4. Promotion to Associate Professor

The procedure and timetable for promotion to associate professor outside the tenure stream is the same as for candidates within the tenure stream with the following exceptions. A non-tenure-stream assistant professor must notify his or her division chair and the Vice President for Academic Affairs of the decision to seek promotion by March 1 to initiate the application process. External evaluators and members of review committees must hold the rank of associate professor or professor but are not required to be tenured.

Faculty members promoted to the rank of associate professor outside the tenure stream may be appointed to serve on IRCs for non-tenure-stream candidates for promotion, as well as to serve, alongside tenured faculty members, on the Standing Promotion Committee (SPC) assembled for such candidates. When possible, the IRC for non-tenure-stream candidates for promotion should consist primarily of non-tenure-stream faculty members with the rank of associate professor.

5. Promotion to Full Professor

The procedure is identical to that for promotion to full professor for tenure-stream faculty (see Section D4), with the exception that non-tenure-stream faculty of the appropriate rank may be involved as external evaluators and members of review committees.

F. LIMITS OF THIS DOCUMENT

This document has been prepared for the information of Pitt-Greensburg faculty members. It is not intended as a complete or final statement of all University faculty and academic policies, and is intended to be revised as needed. The policies and practices discussed are subject to change by the University. They are not to be considered or otherwise relied upon as terms and conditions of employment, and the language in this document is not intended to establish a contract between the University of Pittsburgh and its employees. To the extent that any policy included in this document is inconsistent with law, such policy is superseded by law.