



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

SCHOOL OF SOCIAL WORK
ANNUAL EVALUATION
PROMOTION AND TENURE GUIDELINES

Director

9/2/21

Date

W. JEFF HANTON

Dean

9/2/2021

Date

Provost

9/2/21

Date



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

School Policies and Procedures: Evaluation Processes

School: Social Work

Director: Dr. Jerome Kolbo

College: College of Education and Human Sciences

College Dean: Dr. Trent Gould

Mission, Vision, and Values

School Mission

The USM School of Social Work develops and communicates social work knowledge and skills consistent with the values and ethics of the profession. We are inspired by a vision of social justice and advocacy for the well-being of all people. Our graduates produce dynamic solutions for personal, interpersonal, and systemic challenges with particular attention to the needs of people who are poor, oppressed, and underserved.

School Vision

The USM School of Social Work aspires to graduate professional social workers who, in their passion for social justice and equity, work to improve the human condition at all system levels.

School Values

Service; Social Justice; Dignity and Worth of the Person; Importance of Human Relationships; Integrity; Competence

Part III: Annual Evaluation of Faculty

Please refer to Appendix A for Annual Evaluation Rubrics and additional faculty expectations.

Faculty Annual Evaluations: Procedures and Documents

Faculty in the School are evaluated annually using evidence of success in Teaching, Research (tenured; tenure-track only) and Service submitted through Digital Measures (DM). Consistent with the [Faculty Handbook](#), voting members of the Corps of Instruction determine the parties responsible for the Annual Evaluation (e.g., FEC or completed by the Director; See USM [Faculty Handbook](#), Faculty Evaluation Committee).

Evaluation materials are pulled from Digital Measures and consist of the following:

- Annual Evaluation Summary (see DM tab: Annual Evaluation)
 - Complete each section by listing previous year's goals and providing self-assessment of progress toward these goals.
 - Identify new goals in Teaching, Research & Service
- Copies of syllabi should be uploaded to DM
 - High impact practices for each course should be designated, where applicable
- Course Evaluations (automatically made available through DM)
- Evidence of research and scholarly activities to include publications, presentations, and external funding activities. (tenured/ tenure-track only)
- Evidence of service activities including School, College, University and professional activities
- Evidence of award nominations, awards won, or other noteworthy accomplishments.
- Peer observation completed by a faculty member in the School.

All faculty members in the Corps of Instruction will submit annual activity reports to the School Director by May 31 via Digital Measures (DM). Faculty are required to ensure their DM account is up to date each month. Directors distribute DM reports to the Personnel Committee (if this option is selected). School Directors are evaluated for all work-related categories, including administrative performance, by the college Dean and not by other members of the Personnel Committee. Evaluation of Directors for teaching and research are based on specifications as outlined in the school level documents, provided to the Dean. Associate Directors are reviewed by the FEC (if this option is selected) in all areas except administrative performance, which will be evaluated by the Director.

Faculty are rated on a three-point scale from “Does not meet expectations” to “Meets expectations”, to “Exceeds Expectations” separately with respect to items assessing Teaching, Research (if applicable) and Service. Performance evaluation metrics are detailed elsewhere in this document (see Part III: Annual Evaluation Criteria). Annual evaluation reports should include a separate section for noteworthy activities and remarks for evaluators to mention specific achievements or deficiencies that might not otherwise be discernible from evaluation ratings. Additionally, activities considered exemplary of interdisciplinary collaboration are appropriate for inclusion in this section. Documented activities and remarks can be used alongside the ratings for tenure and promotion decisions, merit-based raises, or other important personnel decisions. Noteworthy activities and remarks are not intended to be a comprehensive list of annual faculty achievements or deficiencies, but instead to disclose aspects of a faculty member's performance that evaluators consider worth mentioning or to clarify assignment of a particular rating.

Committee Conference

Evaluation meetings should be scheduled annually between June 1 – August 30. The committee will schedule a conference with the individual faculty member following review of the annual activity report. The principal purpose of the conference is to discuss accomplishments of the past year and goals of the next year. In the case of tenure-track faculty members, the committee will, further discuss progress toward tenure. No assessment is made during the conference itself.

When the director is part of the committee, no separate conferences between faculty and the director will be required and no separate reports will be made. In the event the director is not part of the committee, faculty will meet separately with the director. Exceptions to this general rule are members who have administrative responsibilities.

The members of the Departmental Personnel Committee will be reviewed by the other two committee members regarding teaching, scholarship and service.

Report

The written report, using the university's approved format, constitutes the Personnel Committee's assessment of the faculty member's productivity and goal achievement during the evaluation period and the appropriateness of goals for the following year. In the case of tenure-track faculty, the committee report will further comment on the adequacy of progress toward tenure.

Ratings in the areas of teaching, scholarship and service are intended to reflect consideration of a faculty member's actual level of development in comparison to reasonable expectations. Thus, a rating of "meets expectations" in the teaching area for a tenured faculty member is different than a rating of "meets expectations" for a first-year instructor. Teach-track faculty are not rated in the area of scholarship.

The report may make recommendations for other/additional goals than those proposed by the faculty member. In certain instances, the committee may go so far as to stipulate goals, as well as periodic evaluation of progress toward goals over the course of the year.

A copy of the report will be given to the faculty member for review and signature prior to sending the report to the dean's office. The faculty member may attach comments to the report. The original copy of the report, along with any comments of the faculty member, goes to the dean's office. A copy of the report (and any comments) is retained in the faculty member's departmental personnel file.

Procedures for resolving discrepancies in the results of annual evaluations

Faculty colleagues in disagreement with the findings of the annual evaluation may first request a meeting with the Personnel Committee. If discussion with the Committee fails to resolve issues, the faculty member may attach a memorandum of concern to the annual evaluation report. Faculty members also have the right to appeal their evaluations as described in the Faculty Handbook.

Faculty Evaluations: Performance Categories

School General Statement about Annual Evaluation Standards

Tenured and tenure-track: Tenured and tenure track faculty are evaluated on the performance dimensions of teaching, scholarship, and service. Both past performance and goals for the future are considered. Tenure stream faculty members typically teach 9 credit hours per semester and receive 1 course reassignment (25%) per semester for scholarship.

Teaching track: Teaching-track faculty who do not receive reassigned time for scholarship are evaluated on the performance dimensions of teaching and service. Again, both past performance and future goals are considered. Teaching-track faculty typically teach 12 credit hours per semester.

Faculty holding administrative responsibilities: Faculty with defined administrative roles are evaluated by the Faculty Review Committee on the appropriate performance dimensions of teaching, scholarship and service. The committee does not evaluate administrative performance, but remains mindful of administrative obligations when assessing performance in the other areas.

Statement on the Annual Review Process:

The faculty member as well as members of the Personnel Committee should be mindful of the cumulative expectations for the achievement of tenure (TT faculty) and promotion in rank (all faculty). Annual reviews are, to an important extent, individualized and specific processes and related documents, in any given year based on goals and commitment set in the prior year, the changing scholarly and professional interests and obligations of the individual faculty member, and both short-and long-term needs of the School. The annual review document should reflect a candid assessment of past performance combined with a sincere and realistic commitment to performance in the upcoming evaluation period. Specific expectations for a tenure-track assistant professor may, and usually should, differ significantly from those for a full professor.

Statements on Collegiality and Engagement:

Faculty at all ranks are evaluated (but not rated) on collegial relations and engagement. Collegiality and engagement do not, however, refer to a distinct category of faculty activity. Collegiality refers to the quality of interaction with peers throughout all dimensions of the common academic enterprise. Thus, one is “collegial” in the context of teaching, scholarship and service activities and obligations. A “good colleague” is civil, respectful of peers, appreciative of reasonable differences, willing to shoulder a fair share of work in all common endeavors, and committed to the democratic process of consensus building around matters of common concern to the School. A good colleague eschews personal criticism of colleagues and criticism outside of appropriate contexts, gossip, factionalism, self-aggrandizement, and other activities detrimental to a supportive and effective working environment.

Engagement is an essential dimension of institutional health, growth and well-being. All stakeholders – students, faculty staff, and administration – are expected to engage in actions that maintain and, when possible and appropriate, advance the mission and goals of the School and

the University. An engaged faculty member maintains a University presence, maintains all engagement criteria set forth in the school documents; responds promptly and reliably to colleagues and School administrators in furthering the School's mission, and in helping craft and execute mission-related activities; and engages in professional development and life-long learning.

Tenured and Tenure Track

Teaching

Tenured and tenure-track faculty with an active scholarship agenda can normally expect one course reassignment per semester for scholarship bringing course loads to 3 per semester. In addition to course instruction, teaching productivity may encompass student mentoring, student development projects, and independent study assignments. Specific performance goals for any given year are developed in consultation with the Personnel Committee and the Director, with input from the Promotion and Tenure Committee, as appropriate.

Meets Expectations for Teaching

1. Teaching the full complement of assigned courses.
2. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
 - a. providing classes with detailed syllabi on the first day of class. (At the faculty member's discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
 - b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School's director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
 - c. complying with FERPA, adhering to the University's policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University's Institutional Policies page.
3. Revising and updating previously taught courses as appropriate.
4. Holding teaching-related office hours each week, at least one hour for each course taught.
5. Adhering to course-specific assessment-related requirements when applicable, as mandated by the Council on Social Work Education (CSWE).
6. Providing constructive and timely feedback on student assignments.
7. Submitting grades and grade roster reports on time.
8. Demonstrating effective teaching through both student evaluations and other relevant evidence such as peer teaching evaluations.

Collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Engagement in the context of teaching includes, but is not limited to, faculty responsiveness to student inquiries, availability for meeting with students as appropriate and carrying equitable share of the School's teaching responsibilities, as negotiated with the School Director.

Fails to Meet Expectations for Teaching

Consistently failing to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list.

1. Above average student evaluations, judged relative to both class grade distributions and historical norms for the class.
2. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities.
3. Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.
4. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
5. Planning and implementing a full creation or full redesign of a course.
6. Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.
7. Recognition of pedagogical effectiveness/reputation, such as by receiving major awards.
8. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence.
9. Serving as a committee member on graduate theses and dissertations when appropriate and relevant to one's area of expertise.
10. Directing an undergraduate Honor's thesis or McNair Scholars project.
11. Securing internal or external grants to develop new teaching initiatives and methods.

Scholarship, Research, and Creative Activity

Faculty moving successfully toward tenure and promotion should consider the benchmarks below in formulating annual and multi-year goals and related work plans. It is expected each year that the successful tenure-track faculty member will maintain an active program of scholarly research including submissions for publication, submissions for internal/external funding, and submissions for conference presentations each year.

Meets Expectations for Research/ Creative Activity

Standard annual expectations for scholarship, research, and creative activity include:

1. *Publications* – Tenured/tenure-track faculty will submit two manuscripts, excluding book reviews and technical reports, to peer-reviewed journals, or to be published as book chapters.

2. *Funding* – Tenured/Tenure-Track faculty will submit at least one application for funding if not already engaged in funded research.
3. *Presentations* – Tenured/Tenure-Track faculty will submit to present at one national professional conference; or two at either a regional or state professional conference.

Collegiality in the context of research and creative activity includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Engagement in the context of research includes maintaining an active research agenda and otherwise meeting standard expectations.

Fails to Meet Expectations for Research/Creative Activity

Failing to meet goals, without acceptable rationale, reflecting standard expectations.

Exceeds Expectations for Research/Creative Activity

Satisfying one or more of the criteria below while also meeting the criteria from the “meets expectations” list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis. Involvement in such projects and activities should be discussed in advance with the School Director.

1. Submission of a book draft as part of a contract with a publisher
2. Administration of an externally funded grant
3. Production and/or direction of creative performance or exhibit
4. Chapter in an edited book
5. Scholarly book review(s)
6. Non-scholarly article(s) that reflect significant application of the social work knowledge base
7. Additional conference presentations (above standard expectations)
8. Additional peer-reviewed journal articles (above standard expectations)
9. Exceptional scholarly recognition such as receiving a major award or publication in a prestigious journal
10. Invited keynote address
11. Awarded a major research award or research grant

Service

Tenure-track faculty are expected to pursue a progression of increasing engagement and responsibility as a university citizen and member of the profession. First and second year tenure-track faculty in most instances should restrict service obligations to committee membership, with limited activity outside the School. Third-year faculty should look to limited leadership within the School and possibly greater activity at the college and university levels, while tenure-track faculty successfully completing the pre-tenure review should pursue goals related to college, university and professional service. Community service is encouraged, but should relate to the scholarship agenda and/or the mission and goals of the School in a demonstrable way.

Goals for tenured faculty should reflect a strong commitment to university citizenship at all levels. Where possible, tenured faculty will attain leadership positions within the system of shared governance, as well as within the social work profession.

Meets Expectations for Service

Standard service expectations in the School of Social Work include the following:

1. Attending and actively participating in School meetings.
2. Actively participating in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
3. Participating in the School's hiring activities.
4. Contributing to the Social Work discipline and profession through peer reviews, professional association committee work, non-academic publication, and other professional activities; or contributing significantly to student and faculty mentorship; or by contributing to academic discourse in the community through public presentations, organizing lecture series, and other community activities related to scholarly work; or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities, and so forth.
5. Attending commencement ceremonies as assigned.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes, but is not limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, and responsiveness with regard to faculty correspondence.

Fails to Meet Expectations for Service

Failure to meet standard expectations will typically constitute performance "below expectations," though exceptions based on a holistic assessment of service contributions are allowed.

Exceeds Expectations for Service

Service performance that “exceeds expectations” typically consists of substantial time contributions to service activities that have a significant positive effect on the School, College, University, profession, or community. Examples may include:

1. Serving as a member of the School leadership team.
2. Chairing committees that require substantial time commitments.
3. Editing journals.
4. Conference planning.
5. Substantial peer reviews.
6. Sustained and time-consuming community projects related to the University’s mission.
7. Considerable contributions to the accreditation process.
8. Administrating a large or especially challenging grant.
9. Regular and substantial engagement with the community.
10. Winning a major service award.

Teaching Track

Teaching

Teaching track faculty can normally expect course loads of 12 credit hours per semester. In addition to course instruction, teaching productivity may encompass student mentoring, student development projects, and independent study assignments.

Meets Expectations for Teaching

Standard teaching expectations in the School of Social Work include the following:

1. Teaching the full complement of assigned courses.
2. Adhering to the teaching expectations outlined in the Faculty Handbook. These expectations include:
 - a. providing classes with detailed syllabi on the first day of class. (At the faculty member’s discretion and appropriate to class delivery method, syllabi may be distributed online, in print, or both.)
 - b. holding classes as assigned. (If missing a class is unavoidable, faculty members must notify the School’s director and attempt to provide students with an appropriate alternative, such as a guest instructor.)
 - c. complying with FERPA, adhering to the University’s policy on Undergraduate Academic Grades, the Academic Integrity Policy, the Classroom Conduct Policy, and other teaching policies available on the University’s Institutional Policies page.
3. Revising and updating previously taught courses as appropriate.
4. Holding teaching-related office hours each week.

5. Adhering to course-specific assessment-related requirements, as mandated by the Council on Social Work Education (CSWE)
6. Providing constructive feedback on student assignments.
7. Submitting grades and grade roster reports on time.
8. Relevant continuing education.
9. Application of best-practices instructional knowledge
10. Demonstrating effective teaching through both student evaluations and other relevant evidence such as peer teaching evaluations or teaching portfolios.

Collegiality includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students. Collegiality includes being willing to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.

Engagement in the context of teaching includes, but is not limited to, faculty responsiveness to student inquiries, availability for meeting with students as appropriate and carrying equitable share of the School's teaching responsibilities, as negotiated with the School Director.

Fails to Meet Expectations for Teaching

Consistently failing to satisfy one or more of the criteria from the "meets expectations" list.

Exceeds Expectations for Teaching

Satisfying more than one of the criteria below while also meeting all the criteria from the "meets expectations" list.

1. Above average student evaluations, judged relative to both class grade distributions and historical norms for the class.
2. Extraordinary individual attention to students through tutoring, conferencing, mentoring, or going to unusual lengths to enhance students' educational experience, such as through time-consuming field trips or service-learning activities.
3. Teaching unpaid or emergency overloads, including special topics courses, in addition to other teaching duties.
4. Assuming primary administrative or technological responsibilities for large, online, team-taught courses.
5. Planning and implementing a full creation or full redesign of a course.
6. Significantly redesigning or introducing new curriculum to advance program goals and enhance student learning.
7. Recognition of pedagogical effectiveness/reputation, such as by receiving major awards.
8. Participation in the University's ACUE program, service-learning seminar, leading a teaching forum, or other ways of showing unusual dedication to teaching excellence.
9. Serving as a committee member on graduate theses and dissertations when appropriate and relevant to one's area of expertise.
10. Directing an undergraduate Honor's thesis, or actively contributing to a number of graduate committees.
11. Securing internal or external grants to develop new teaching initiatives and methods.

Scholarship/Professional Development

Scholarship is valued but not required for an Instructor, Lecturer, Assistant Teaching Professor, or Associate Teaching Professor

Meets Expectations for Scholarship/Professional Development

When financially and physically possible and appropriate to the position, all members of the School of Social Work should participate in professional development that significantly enhances their ability to teach courses at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.

Scholarship is valued but not required for Lecturer (MSW) or Assistant/Associate Teaching Professor (PhD).

Collegiality in the context of research, creative activity, and professional development includes showing professional respect for the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.

Engagement in the context of scholarship/ professional development includes, but is not limited to, meeting the expectations identified above.

Fails to Meet Expectations for Scholarship/Professional Development

Failing to satisfy any of the criteria from the "meets expectations" list.

Exceeds Expectations for Scholarship/Professional Development

Satisfying one or more of the criteria below while also meeting the criteria from the "meets expectations" list. This list is not comprehensive and may include other projects and activities to be evaluated on a case-by-case basis:

1. Professional development well beyond what is minimally required to teach courses at the University. Evidence may include:
 - a. Organizing a national or regional teaching workshop.
 - b. Being awarded or substantially facilitating a major grant.
 - c. Recognition of scholarly or pedagogical effectiveness/reputation (e.g., major awards, being invited to share their expertise outside of the University).
2. Scholarly contributions beyond what is minimally expected for teaching and service. Evidence of this type of scholarship includes publication of any of the following:
 - a. Presentation of conference papers.

- b. Significant contributions to pedagogical newsletters, blogs, and other resources designed to share and disseminate best teaching practices.
- c. Providing pedagogical training to campus and regional community institutions and organizations.
- d. Encyclopedia articles and book reviews concerning the social work knowledge and skill base.
- e. Active participation in semester-long teaching workshops (teaching, writing, etc.).
- f. Peer-reviewed publication.
- g. Chapter(s) in an edited book.
- h. Textbook contributions.

Service

The teaching track Lecturer and Assistant/Associate Teaching Professor are expected to engage in relevant continuous service within the university as assigned, including at least two annual terms of leadership on committees or defined projects. The Senior Lecturer/Teaching Professor is expected to engage in relevant service to the university as assigned, including at least three annual terms of leadership on committees or defined projects, as well as service to the profession and/or the community.

Meets Expectations for Service

Standard service expectations for teaching-track positions in the School of Social Work include all of the following (when appropriate to the position):

1. Attending and actively participating in School meetings.
2. Actively participating in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous tasks.
3. Participating in recruitment and retention efforts when requested.
4. Participating in the School's hiring activities when requested.
5. Contributing to the teaching mission of the School by improving the pedagogical skills of graduate students, graduate assistants, and teacher candidates through classes, workshops, overseeing projects, or supervisory work.

Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.

Engagement in the context of service includes, but is not limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, responsiveness with regard to faculty correspondence.

Fails to Meet Expectations for Service

Faculty members may still meet expectations even if they have not contributed to all the areas of possible activity listed above provided they have made significant contributions to a number of them. However, nonperformance of expected program School, College, or University committee work, or mentoring responsibilities typically constitutes service performance that is “below expectations.”

Exceeds Expectations for Service

Service performance that “exceeds expectations” typically consists of substantial time contributions to service activities that have significant positive effect on the School, College, University, profession, or community. Examples include:

1. Serving as a member of the school leadership team,
2. Chairing committees that require substantial time commitments;
3. Serving on search committees;
4. Editing journals;
5. Conference planning;
6. Multiple peer reviews;
7. Sustained and time-consuming community projects related to the University’s mission;
8. Considerable contributions to the accreditation process;
9. Administrating a large or especially demanding grant;
10. Regular and substantial engagement with the community;
11. Extensive mentoring and advising of undergraduate students; contributing to the teaching mission of the School by improving the pedagogical skills of graduate students, and teaching assistants or winning a major service award.

Goals for Next Evaluation Period

Each faculty member will prepare an annual evaluation report in DM for a calendar year that will incorporate goals as part of the annual evaluation process. Goals in teaching, scholarship/research, and service should explicitly reflect previously stated performance expectations.

Specific performance goals for any given year are developed in consultation with the Faculty Review Committee and the Director, with input from the Promotion and Tenure Committee, as appropriate.

PART IV: Promotion & Tenure Guidelines

The School has established tenure and promotion guidelines for both tenure-track and teaching-track faculty. These guidelines are voted on by all tenured and tenure-track faculty and approved by the Dean and Provost. School tenure and promotion guidelines must meet the minimum expectations established by the university and are used by personnel committees to make

decisions regarding both tenure and promotion. Additional details regarding Tenure and Promotion Committees can be found in the Faculty Handbook.

Promotion and Tenure Processes

School Promotion & Tenure Committees

The purpose of the School Promotion and School Tenure Committees shall be to review the dossiers submitted by faculty for pre-tenure review and for consideration of tenure and/or promotion. The membership of the School Promotion Committee shall include all school faculty holding rank equal to or higher than the rank being considered (only tenure-track faculty serve on tenure-track promotion committees, whereas both teaching-track and tenure-track faculty who have been promoted may serve on teaching-track promotion committees). The membership of the School Tenure Committee shall include all tenured faculty in the school (teaching-track faculty do not serve on tenure committees). Consistent with the Faculty Handbook, the School Director and school faculty also serving in certain upper-level University administrative positions are not members of School Promotion and/or Tenure Committees. For promotion of non-tenure track faculty, the Promotion and Tenure Committee must be composed of promotable non-tenure track faculty ranked higher than the candidate, and the school's associate and full professors.

Responsibilities of Committee Chairs

Consistent with Faculty Handbook guidelines, a committee Chair is selected by the tenure/promotion committee and takes responsibility for supporting the applicant through the process by reviewing application materials, scheduling and convening committee meetings and the development of the tenure/promotion report. One committee chair will be given responsibility for uploading all materials to Digital Measures. Specific tasks are as follows:

- Assist applicant with the dossier to ensure accuracy and completeness of the application materials
 - This includes feedback on the cover letter prior to distributing these materials to the committee.
- Securing electronic materials needed for external review (e.g., CV, cover letter, sample publications).
- Developing a draft tenure and promotion letter (or promotion only for promotion to Professor).
- Scheduling tenure and promotion committee meetings and vote, revising the report as needed to reflect input from committee and reviewers, obtaining signatures from all voting members.
- Uploading committee recommendation letters for promotion and tenure into Digital Measures Workflow and routing to the Director's office by the deadlines posted on the Provost's website.
- For teaching-track promotion committees, the same procedures are followed.

Timeline

- Faculty planning to engage in pre-tenure review should ordinarily notify the school Director by October 1 of the year they plan to apply. Faculty planning to engage in

- tenure, or promotion should make their intention clear to the school Director no later than June 1 of the year they plan to apply.
- The school Director will prompt the appropriate committee to determine a chair for committee no later than June 15th.
 - Applicants will compile and enter their promotion and tenure dossier into Digital Measures Workflow by the deadline posted on the Provost's website (typically late August). The portal typically opens in mid-July. Detailed instructions on electronic dossier preparation and submission timelines as well as links to workshops and training are provided on the [Provost's website](#).
 - Committee Chairs will submit final signed recommendations letters for promotion and tenure into the Digital Measures Workflow portal and route to the School Director by the deadlines posted on the Provost's website.

Pre-tenure Review

Teaching, scholarship, and service performance expectations for pre-tenure review are those indicated above for tenure-track faculty. As per the Faculty Handbook, the pre-tenure review "is typically performed in the spring of a faculty member's third year in a tenure-track position." Further: "School directors must submit the pre-tenure reviews to the college promotion and tenure committee and the dean of the college in which the faculty member under review holds academic appointment. School directors and the college promotion and tenure committees must also prepare and submit independent evaluations to academic deans, either concurring or dissenting with the school committee. If a school director is the subject of pre-tenure review, the recommendation of the school committee is forwarded directly to the college promotion and tenure committee and the dean. Pre-tenure reviews are forwarded from the deans to the Provost without involvement of the University Promotion and Tenure Committee. As with tenure and promotion cases, the faculty member under review will receive a copy of the letter from each evaluative entity when it is sent to the next level of review. School directors also must ensure that copies of pre-tenure reviews are retained in school personnel files. Upon request by a candidate, school directors must provide the candidate with a copy of the pre-tenure evaluations maintained in school personnel files."

Tenure and Promotion to Associate Professor

Tenure and Promotion to Associate Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines. External review letters are due no later than the week that the School Tenure and Promotion Committee will deliberate. The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed (for teaching-track promotion, only teaching and service are considered). Faculty vote by secret ballot. The committee chair then drafts a letter, which is then signed by all tenured faculty in attendance and submitted to the School Director via Digital Measures Workflow. Consistent with university policies, tenure considerations should include recognition of the applicant having both met the criteria for promotion as well as demonstrating the potential to make continuing positive contributions to the university and profession.

Promotion to Professor (Tenure-Track only)

Promotion to Professor will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines. The Promotion Committee includes only those tenured faculty holding the rank of Professor. The Chair of the Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching, research and service are reviewed and discussed. Faculty vote by secret ballot. The Chair of the Promotion Committee then drafts a letter, which is signed by all faculty in attendance and submitted to the School Director via Digital Measures Workflow. Refer to the Provost's website for posted deadlines.

Promotion of Teaching-Track Faculty

Non-tenure track teaching faculty without a doctoral degree may be promoted to the rank of Lecturer or Senior Lecturer based on performance and demonstrated competence and self-development focused on teaching/instruction and service. The deadlines and steps toward a promotion decision are similar to those for tenure track faculty. Progress toward promotion is evaluated annually as part of the annual review process.

Non-tenure track teaching faculty with a doctoral degree may be promoted from the rank of Assistant Teaching Professor to Associate Teaching Professor, or Associate Teaching Professor to Teaching Professor based on performance in demonstrated competence and self-development focused on teaching/instruction and service. Promotion to the rank of Teaching Professor requires, in addition, substantive and documented contributions to teaching scholarship. The deadlines and steps toward a promotion decision are similar to those for tenure track faculty. Progress toward promotion is evaluated annually as part of the annual review process.

Promotion of teaching-track faculty will include materials as outlined on the Provost's website and as detailed in the School Tenure and Promotion Guidelines. Teaching track faculty submit materials for review by a committee as described in the faculty handbook which includes teaching-track faculty at or above the rank under consideration and tenure track faculty at or above the rank under consideration.

The Chair of the Tenure and Promotion Committee will facilitate a meeting whereby the applicant's performance in teaching and service are reviewed and discussed. The committee chair then drafts a letter which is then signed by all faculty in attendance and submitted to the School Director via Digital Measures Workflow. The same process is followed at both levels of promotion for teaching-track faculty.

Promotion and Tenure Criteria

Pre-Tenure Review

Criteria for pre-tenure review are the same annual expectations as for tenure but take into account that candidates have not had the full probationary period to develop a record of achievements. The school promotion and tenure committee is to identify areas in which the candidate needs to improve in order to eventually merit tenure and to help the candidate identify strategies. The faculty member's progress should be monitored in subsequent annual reviews.

Promotion to Associate Professor

Tenure and promotion is official institutional recognition of meritorious achievement in research/creative scholarship, service, and teaching (tenure-track faculty). Promotion recognizes talented faculty for their records of achievement within their respective disciplines or interdisciplinary settings.

Research and Scholarly Activity Expectations for Promotion to Associate Professor

The School of Social Work acknowledges that it is through the production and dissemination research that knowledge is acquired and that scholarship is crucial for the mission of this research-intensive university. To be promoted in the School of Social Work, a faculty member must be an active and productive researcher and demonstrate potential for continued positive contributions to the university and profession. We recognize that scholarship is multifaceted, and that scholarly activity must be assessed in diverse ways.

Successful candidates for promotion and tenure are expected to reach the following minimum milestones:

1. **Publications** – Publish a minimum of six peer-reviewed manuscripts (1st or 2nd author on at least three of the six articles) or book chapters (no more than three of the six manuscripts as book chapters), excluding book reviews and abstracts. Each faculty member's CV must include a) their percentage contribution to the publication and b) the acceptance percentage for the journal OR the impact factor for multiple author publications (if available).
2. **Funding**– Obtain at least one award of funding, as PI or Co-PI.
3. **Presentations** – Satisfy one of the following options for peer-reviewed conference presentations. It is expected that the faculty member is first or second author on at least one presentation each year.
 - 6 national conferences
 - 12 state or regional conferences
 - 1 national; 10 state or regional
 - 2 national; 8 state or regional
 - 3 national; 6 state or regional
 - 4 national; 4 state or regional
 - 5 national; 2 state or regional

Teaching Expectations for Promotion to Associate Professor

Evidence of teaching effectiveness is necessary for tenure and promotion to Associate Professor for tenure-track faculty.

The School of Social Work recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion and/or tenure are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

Evidence of teaching effectiveness must include consistently meeting annual expectations.

Service

The School of Social Work values service-related activities and recognize that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. Teaching and tenure-track faculty are expected to demonstrate professionalism in their interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

Service Expectations for Promotion to Associate Professor

Evidence of service must include consistently meeting annual expectations.

Tenure

By granting tenure, the University exercises its belief in academic freedom and recognizes that a faculty member has the knowledge, skills, and professionalism required to make continuing, positive contributions to the discipline, school, and academic community.

The criteria for tenure are determined in the typical areas of assessment (teaching, service, research/creative scholarship) with additional considerations of collegiality within the University. Because they aim to become part of the cadre of faculty that will shape the long-term future of the institution, candidates for tenure must exhibit a clear sense of shared responsibility for the excellence of the University; this includes collegiality.

Promotion to Professor

Research and Scholarly Activity Expectations for Promotion to Professor

The cumulative performance of an applicant for promotion to the rank of professor is evaluated comprehensively on the dimensions of teaching, scholarship, and service. A sustained performance in each of these areas equal to or greater than the expectations for achieving tenure and promotion to associate professor rank is expected for promotion to professor.

Successful candidates for promotion to professor are expected to reach the following minimum milestones since their promotion to associate professor:

1. **Publications** – Publish a minimum of six peer-reviewed manuscripts (1st or 2nd author on at least three of the six articles) or book chapters (no more than three of the six manuscripts as book chapters), excluding book reviews and abstracts. Each faculty member's CV must include a) their percentage contribution to the publication and b) the acceptance percentage for the journal OR the impact factor for multiple author publications (if available).
2. **Funding**– Obtain at least one award of funding, as PI or Co-PI.
3. **Presentations** – Satisfy one of the following options for peer-reviewed conference presentations. It is expected that the faculty member is first or second author on at least one presentation each year.
 - 6 national conferences
 - 12 state or regional conferences
 - 1 national; 10 state or regional
 - 2 national; 8 state or regional
 - 3 national; 6 state or regional
 - 4 national; 4 state or regional
 - 5 national; 2 state or regional

Teaching

The School of Social Work recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

Teaching Expectations for Promotion to Professor

Evidence of sustained teaching effectiveness is necessary for promotion to professor for tenure-track faculty.

Evidence of teaching effectiveness must include consistently meeting annual expectations.

Service

The School of Social Work values service-related activities and recognizes that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. All faculty are expected to demonstrate professionalism in their interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

Service Expectations for Promotion to Professor

Evidence of at earning at least “meets expectations” each year under consideration is necessary for promotion to Full Professor.

Promotion to Lecturer/Associate Teaching Professor (Teaching Track)

Scholarship/Professional Development

Scholarship is valued but not required for promotion to Lecturer (MSW) or Associate Teaching Professor (PhD).

When financially and physically possible and appropriate to the position, all members of the School of Social Work should participate in professional development that significantly enhances their ability to teach courses at the University. Faculty should demonstrate continued engagement in current scholarship and/or professional development through attendance at scholarly/professional events on campus or participation (in person or online) in pedagogical training and seminars.

Evidence of scholarship/professional development effectiveness must include consistently meeting annual expectations.

Teaching

The School of Social Work recognizes that the transmission of knowledge is one of the primary missions of the university. All faculty members seeking promotion are expected to have demonstrated teaching competency in assigned courses, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Teaching includes not only formal classroom instruction but also advising and mentoring of students.

Teaching Expectations for Promotion to Lecturer/Associate Teaching Professor

Evidence of teaching effectiveness is necessary for promotion to Lecturer or Associate Teaching Professor.

Evidence of teaching effectiveness must include consistently meeting annual expectations.

Service

The School of Social Work values service-related activities and recognizes that some level of service within our organization is necessary in order to be a contributing citizen in the community of this university. We recognize that service is not simply committee membership and that credit for service should take into account the quality of participation, including the ability to work collaboratively with others. All faculty are expected to demonstrate professionalism in their interactions with colleagues, students and staff. This includes regular attendance at meetings, working to ensure tasks are distributed equitably across faculty, prompt and respectful engagement with students, colleagues and staff and a commitment to the goals of the School, College and University.

Service Expectations for Promotion to Lecturer/Associate Teaching Professor

Evidence of service for promotion in-rank to Lecturer or Associate Teaching Professor must include consistently meeting annual expectations.

Promotion to Senior Lecturer/Teaching Professor (Teaching Track)

Research and Scholarly Activity Expectations for Promotion to Senior Lecturer/Teaching Professor

For promotion to Senior Lecturer/Teaching Professor, the faculty member must contribute a minimum of three substantive and documented contributions to teaching scholarship.

Scholarship expectations for the Senior Lecturer/Teaching Professor includes at least three substantive and documented contributions that may include but are not limited to:

- a. Peer-reviewed publication
- b. Juried national conference presentation
- c. Innovative certificate of course sequence design

Teaching Expectations for Promotion to Senior Lecturer/Teaching Professor

Evidence of sustained teaching effectiveness is necessary for promotion in rank to Senior Lecturer or Teaching Professor.

Evidence of teaching effectiveness must include consistently meeting annual expectations.

Faculty Service Expectations for Promotion to Senior Lecturer/Teaching Professor

Evidence of at earning at least “meets expectations” each year under consideration is necessary for promotion to Senior Lecturer or Teaching Professor.

Post-tenure Review (PTR)

Provided there are no substantially mitigating circumstances (e.g., serious illness), PTR is initiated when, in the annual review process, faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

In the unlikely event that PTR is required, the School will follow the process outlined in the Faculty Handbook (section 4.7.2 in the 2019-2020 edition).

**Appendix A:
Annual Evaluation Rubric**

Criterion/Category	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Research Expectations Tenured/tenure-track faculty	Faculty member has:	Faculty member has:	Faculty member has:
<i>Publications</i>	Submitted one or no manuscripts (excluding book reviews and technical reports), to peer-reviewed journals, or book chapters for publication.	Submitted two manuscripts (excluding book reviews and technical reports), to peer-reviewed journals, or book chapters for publication.	Submitted three or more manuscripts (excluding book reviews and technical reports), to peer-reviewed journals, or book chapters for publication.
<i>External Funding</i>	Submitted no external funding applications if not engaged in externally funded research.	Submitted one external funding application if not engaged in externally funded research.	Submitted two or more applications for external funding if not engaged in externally funded research. Or submitted one application for external funding while engaged in externally funded research.
Presentations	Submitted no proposals to present at one national professional conference; or fewer than two of either a regional or state professional conference.	Submitted a proposal to present at one national professional conference; or two of either a regional or state professional conference.	Submitted two or more proposals to present at national professional conferences; or more than two of either a regional or state professional conference.
(Collegiality)	Failure to meet expectations includes a repeated pattern of disrespect	Collegiality in the context of research includes showing professional respect for	Exceptional examples of collegiality include peer mentoring, collaborations which

	for colleagues' research, disparaging remarks, lack of willingness to support research efforts for peers, and/or failure to comply with research standards set in the School	the work of members of the School, contributing toward a scholarly and civil environment in which everyone can be productive and effective, and not disparaging others' work to members of the School or profession. It does not preclude respectful professional disagreement.	exceed the norm and make exceptional impacts on the School.
(Engagement)	Not demonstrated involvement through a lack of an active research agenda.	Engaged in the research process by maintaining an active research agenda.	Mentored other faculty in the research process while maintaining an active research agenda.
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Teaching Expectations Tenured/tenure-track faculty	Faculty member has:	Faculty member has:	Faculty member has:
	Taught fewer than the full complement of assigned courses. Or has not held classes as per course schedule.	Taught the full complement of assigned courses. Held classes as assigned according to the course schedule.	Taught more classes than the full complement of assigned courses.
	Neglected to provide classes with detailed syllabi on the first day of class.	Provided classes with detailed syllabi on the first day of class (distributed online, in print, or both).	In addition to providing classes with detailed syllabi on the first day of class, provided supplemental resources for student enrichment either online or print.
	Failed to comply with the University's	Complied with the University's Institutional Policies.	Modeled compliance with the University's Institutional Policies

	<u>Institutional Policies.</u>		to other faculty and students.
	Held less than one hour of teaching-related office hours each week for each course taught.	Held at least one hour of teaching-related office hours each week, for each course taught.	Held more than one hour of teaching-related office hours each week, for each course taught.
	Failed to comply with course-specific assessment-related requirements when applicable, as mandated by the Council on Social Work Education (CSWE).	Complied with course-specific assessment-related requirements when applicable, as mandated by the Council on Social Work Education (CSWE).	Supported other faculty members in their compliance with course-specific assessment-related requirements when applicable, as mandated by the Council on Social Work Education (CSWE).
(Collegiality)	Failure to meet expectations includes a repeated pattern of disrespect for colleagues' teaching, disparaging remarks, and a lack of willingness to support teaching efforts for peers.	Collegiality in the context of teaching includes showing professional respect for others' teaching methods and not disparaging members of the School (professionally or personally) in front of students and willingness to offer reasonable assistance to other members of the School in fulfilling their teaching responsibilities.	Exceptional examples of collegiality include mentoring teaching for peers, collaborations which exceed the norm and make exceptional impacts on the School.
(Engagement)	Lacked engagement in the teaching process either through neglecting to respond to student inquiries, not being available for meeting with advisees and/or not carrying an	Demonstrated engagement in the teaching process through responsiveness to student inquiries, being available for meeting with advisees and carrying an equitable share of the School's teaching	Demonstrated intentional engagement in the teaching process through modeling to other faculty: responsiveness to student inquiries, being available for meeting with advisees

	equitable share of the School's teaching responsibilities, as negotiated with the School director.	responsibilities, as negotiated with the School director.	and carrying an equitable share of the School's
	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Service Expectations Tenured/tenure-track faculty	Faculty member has:	Faculty member has:	Faculty member has:
	Failed to attend and actively participate in School meetings.	Attended and actively participated in School meetings.	Attended and actively initiated meaningful conversations or discussions during School meetings.
	Lacked participation in at least one School, College or University committee that met regularly and required a significant commitment of time or contributed to multiple committees with less onerous responsibilities.	Actively participated in at least one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.	Actively participated in more than one School, College or University committee that meets regularly and requires a significant commitment of time or contributing to multiple committees with less onerous responsibilities.
	Failed to participate in the School's hiring activities.	Participated in the School's hiring activities.	Led out or mentored faculty in the School's hiring activities or processes.
	Lacked contributions to the Social Work profession through peer reviews, professional association committee work, non-academic	Contributed to the Social Work profession through at least one of the following: peer reviews, professional association committee work, non-academic publication; or by	Made exceptional contributions to the Social Work profession through multiple means such as peer reviews, professional association committee work, non-academic

	publication; or by contributing to academic discourse in the community, or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities.	contributing to academic discourse in the community, or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities.	publication; or by contributing to academic discourse in the community, or enhancing the campus community by advising clubs, participating in campus training and lecture series, contributing to student conferences and activities.
	Failed to attend commencement ceremonies as assigned.	Attended commencement ceremonies as assigned.	Attended commencement ceremonies as assigned and voluntarily attended awards ceremonies honoring students.
(Collegiality)	Failure to meet expectations includes a repeated pattern of disrespect for colleagues' service, including disrespectful and difficult behaviors while engaging in service experiences, an unwillingness to accept one's fair share of service load or unwillingness to collaborate and contribute toward shared governance.	Collegiality in the context of service includes showing respect for others and a willingness to do one's fair share of service for the sake of the School and for the sake of colleagues, students, and staff members. It also includes a willingness to collaborate and contribute towards shared governance. Collegiality does not preclude vigorous debate, dissent, and protest in intellectual matters and in issues concerning the governance of the institution.	Exceptional examples of collegiality include a willingness to contribute to service which exceed the norm and make exceptional impacts on the School; including an exceptionally positive disposition and approach to service work.
(Engagement)	Failure to meet expectations with engagement	Engagement in the context of service includes, but is not	Exceptional examples include efforts going well beyond the

	includes a pattern of disengagement with service expectations including missing meetings, failure to complete requested service tasks and/or failure to contribute at the expected level on committees.	limited to, a willingness to participate in program/ School activities, regular attendance at program/ School faculty meetings, responsiveness with regard to faculty correspondence.	expectations associated with service and/or carrying more than the share of service responsibilities for the School.
--	---	---	--

Approved by School of Social Work Faculty on 5/17/2021