

GUIDELINES FOR PROMOTION AND TENURE FOR THE SCHOOL OF SOCIAL WORK

Required by Section 7.12
of the Regents Policy on *Faculty Tenure*

The policy called *Faculty Tenure* adopted by the University of Minnesota Board of Regents in 2007 requires that “Each department or equivalent academic unit must have a document that specifies (1) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 7.11 (“General Criteria” for the awarding of indefinite tenure) and (2) the indices and standards that will be used to determine whether candidates meet the threshold criteria of subsection 9.2 (“Criteria for Promotion to Professor”). The document must contain as an appendix the text and footnotes of subsections 7.11 and 9.2, and must be consistent with the criteria given there but may exceed them.” That document serves as a convenient anchor point as the University shifts priorities and prepares to “preserve and enhance” its quality. The faculty of the School of Social Work is similarly committed to achievement of excellence and leadership in the fields of social work and social welfare. This policy statement on tenure and promotion reflects that general goal and complies with section 7.12 of the *Faculty Tenure* policy. This document is also consistent with the *Procedures for Reviewing Candidates for Promotion and/or Tenure: Tenure-Track and Tenured Faculty* (hereafter called *Procedures*).

The School of Social Work is an academic unit within the new College of Education and Human development. The present document contains guidelines for the following personnel evaluations:

- A. Mission of the New College of Education and Human Development
- B. The Values of the New College of Education and Human Development
- C. The Values and Mission of the School of Social Work
- D. Awarding indefinite tenure , Regents Policy on *Faculty Tenure* (University of Minnesota, 2007, Section 7.11 General Criteria
- E. Criteria for Promotion to Professor
Faculty Tenure (University of Minnesota, 2007, Section 9.2);
- F Recommendations for tenure;
- G. Recommendations for promotion to associate professor;
- H. Recommendations for promotion to full professor;
- I. Recommendations for annual reviews of probationary faculty;
- J. Recommendations for annual reviews of tenured faculty; and
- K. Recommendations for post-tenure reviews

A. MISSION OF THE NEW COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The new College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

B. THE VALUES OF THE NEW COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The College affirms the pre-eminent value of excellence in research, teaching, and service—excellence that will help the University achieve the highest level of recognition among public research universities. Unit 7.12 statements must reflect the Unit's high standards of academic excellence, consistent with the framework of the University 7.11 statement for tenure.

The College recognizes and values the diversity of missions, disciplines, and faculty expertise represented in the units in the College. Although excellence must be the foundation upon which the work of a faculty member is evaluated in the context of promotion and tenure, how that excellence is manifested may vary across time and across units within the College.

The College affirms the crucial role played by faculty within the unit to ensure that their decisions about promotion and tenure are decisions that will be validated by judgments at the College and University levels.

Units are encouraged to prepare 7.12 statements that articulate unit priorities in the context of the College's mission statement: "The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the physical, psychological, and social development of children, youth, and adults across the lifespan in families, organizations, and communities."

Faculty at our land grant University are expected to contribute to the public good through their work. Therefore, Unit 7.12 statements should reflect how faculty work that involves models for public engagement and multicultural and multidisciplinary initiative can be documented so that excellence in these areas is considered in the context of promotion and tenure.

C. MISSION AND VALUES OF THE SCHOOL OF SOCIAL WORK

Building upon the University of Minnesota's and College of Education and Human Development's land-grant mission of education, research, and service, the mission of the School of Social Work is threefold: 1) to educate ethical, competent social work practitioners and scholars in direct practice, community practice, teaching, theory development, policy development and evaluation; 2) to promote scholarship and research to expand social work knowledge, and 3) to provide professional outreach locally, nationally and globally. As the oldest public school of social work in the United States, the University of Minnesota School of Social Work promotes this mission through a tradition of scholarship, leadership, and commitment to the public good, social justice, and the empowerment of oppressed peoples.¹

All usual powers associated with governance reside within the faculty. Specific powers are delegated to the director and the School of Social Work Council (SSWC), as prescribed in the School of Social Work Constitution.

¹ School of Social Work, University of Minnesota-Twin Cities, *University of Minnesota Social Work Constitution*. March 2005.

D. AWARDING INDEFINITE TENURE FROM THE *FACULTY TENURE* POLICY

7.11 General Criteria. What the University of Minnesota seeks above all in its faculty members is intellectual distinction and academic integrity. The basis for awarding indefinite tenure to the candidates possessing these qualities is the determination that each has established and is likely to continue to develop a distinguished record of academic achievement that is the foundation for a national or international reputation or both.² This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.³ The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision.⁴ Demonstrated scholarly or other creative achievement and teaching effectiveness must be given primary emphasis; service alone cannot qualify the candidate for tenure. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable. The awarding of indefinite tenure presupposes that the candidate's record shows strong promise of his or her achieving promotion to professor.

E. PROMOTION TO PROFESSOR FROM THE *FACULTY TENURE* POLICY

Section 9.2 Criteria for Appointment to Professor. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially to an already distinguished record of academic achievement, and (3) established the national or international reputation (or both) ordinarily

² "Academic achievement" includes teaching as well as scholarly research and other creative work. The definition and relative weight of the factors may vary with the mission of the individual campus.

³ The persons responsible and the process for making this determination are described in subsections 7.3 through 7.6. Scholarly research" must include significant publications and, as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas of significance and value to society.

"Other creative work" refers to all forms of creative production across a wide range of disciplines, including, but not limited to, visual and performing arts, design, architecture of structures and environments, writing, media, and other modes of expression.

"Teaching" is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in the extended community, as well as supervising, mentoring, and advising students.

"Service" may be professional or institutional. Professional service, based on one's academic expertise, is that provided to the profession, to the University, or to the local, state, national, or international community. Institutional service may be administrative, committee, and related contributions to one's department or college, or the University. All faculty members are expected to engage in service activities, but only modest institutional service should be expected of probationary faculty.

⁴ Indefinite tenure may be granted at any time the candidate has satisfied the requirements. A probationary appointment must be terminated when the appointee fails to satisfy the criteria in the last year of probationary service and may be terminated earlier if the appointee is not making satisfactory progress within that period toward meeting the criteria.

resulting from such distinction and achievement.⁵ . This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service.⁶ The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision. Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other special kinds of professional activity by the candidate should be considered when applicable, but the primary emphasis must be on demonstrated scholarly or other creative achievement and on teaching effectiveness, and service alone cannot qualify the candidate for promotion.⁷

F. CRITERIA FOR TENURE AND PROMOTION IN THE SCHOOL OF SOCIAL WORK

Toward realization of the School's mission, candidates for tenure and promotion must demonstrate solid achievement in the following areas:

1. Scholarly activity significantly contributing to social work and social welfare knowledge, including publications of research and scholarly products in journals, books, monographs and other media that are respected by our academic and professional colleagues here and abroad;
2. Promotion of learning through effective teaching; and
3. Response to the needs of society in this region, the country and the international community through community engagement and service.

Each candidate for tenure and promotion must be measured against a standard of excellence that will enhance the School's position among schools of social work in the United States and internationally.

This document specifies the School's criteria for tenure. It makes concrete the three general criteria listed above and illustrates the kind of evidence to be used in the assessment. Finally, criteria for appointment, reappointment or promotion are specified.

⁵ See explanation of "academic achievement" in footnote 2.

⁶ The persons responsible for this determination are the full professors in the unit who are eligible to vote. The outcome of the vote is either promotion to the rank of professor or continuation in rank as an associate professor. The procedures for voting are identical to those outlined in Section 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (Section 7.5), and the review of recommendations (Section 7.6). In addition, a petition to the Judicial Committee for review of a recommendation of continuation in rank as an associate professor follows the procedures specified in Section 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure.

⁷ Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

CRITERIA FOR TENURE

Scholarship and Research

The profession of social work has historically committed itself to developing knowledge that will result in effective social and individual change. Given this professional commitment, the faculty of the School of Social Work view basic and applied scholarship and research as equally important in the development of the field.

The School of Social Work values collaborative and multidisciplinary scholarship and research as well as that carried out by an individual. It is necessary, however, that the faculty member document his or her scholarly contributions to a collaborative effort. Scholarly contributions to collaborative efforts should be documented by a statement from one or more of those colleagues with whom the faculty member collaborated.

Evidence of a candidate's scholarly productivity will be accompanied by an assessment of its quality and significance in advancing the knowledge base, policies, programs and/or services of social work and social welfare. Such an assessment will be undertaken by faculty peers in the School. In order to aid in the faculty assessment of scholarship, the faculty will seek appraisals both from persons suggested by the candidate and from other recognized scholars in the field, including external reviewers. At least half and no fewer than four of external reviews will be from individuals with no direct professional or personal interest in the advancement of the candidate's career (e.g. they should not be former advisers, mentors, co-authors, or co-investigators on previous work). In all cases, the outside evaluators will be asked about their prior relationship, if any, with the candidate.

The appraisal of the candidate's qualifications for tenure and promotion will include a judgment of the likelihood that the candidate will continue to excel in teaching, research, and service to the point where the candidate will earn the rank of professor. This appraisal will be undertaken by comparing the candidate's record of achievement to the records of achievement of full professors at comparable institutions at the point where they qualified for tenure and promotion. Both faculty peers and the national distinguished experts will be asked to make this appraisal.

Candidates for tenure must present evidence of scholarly productivity, including a complete list of publications and other appropriate accomplishments. Scholarly accomplishment in social work will usually be represented by articles in refereed journals in social work or related fields, or by books or monographs in social work or related fields. Both the quality and the quantity of such works will be taken into consideration in evaluating candidates. Other types of works which may be offered as evidence of scholarly activity, but which are somewhat less highly valued than the above, include:

1. Receipt of research grants.
2. Chapters in edited volumes.
3. Scholarly papers presented at professional conferences. Invited lectures and those accepted on a competitive basis should be identified.
4. Edited volumes of scholarly papers.
5. Reviews, short essays and published lectures.
6. Fellowships awarded on a competitive basis.
7. Scholarly work in other than written form.

In these scholarly and research endeavors faculty typically engage in multidisciplinary, multicultural work in the testing and development of ideas, in the advancement of knowledge, and in the contributions to the development of new programs, practice, and policies. Typically as well, faculty work involves diversity in terms of the composition of research teams, collaborators, stakeholders, and potential

service users. Within the School of Social Work, multiculturalism encompasses but is not limited to diversity in ethnicity, race, gender, age, social class, economic class, physical ability, sexual orientation, faith, country of origin, region of origin, and any other factors that contribute to a multifaceted and inclusive scholarly and research effort.

Multidisciplinary work refers to the inclusion in research and scholarly endeavors of persons from multiple disciplines such as social work, psychology, probation, policy analysis, sociology, child development, counseling, and education, among many others. The values of the discipline of social work lead to the expectation that faculty members are attentive to multiculturalism and the advantages of multidisciplinary in their work.

Teaching

Candidates for tenure must document their contributions and effectiveness in the area of teaching. Documentation of contributions should include, but is not limited to, the following:

1.
 - a. A listing of regular courses taught, including summer session courses.
 - b. A listing of Continuing Education and Extension courses.
 - c. A listing of the independent studies supervised.
 - d. A listing of guest lectures delivered.
 - e. Documentation of field instruction, when appropriate.
 - f. A listing of community engagement teaching.
 - g. A syllabus for each course taught.
 - h. Examples of exams, assignments and handouts.
 - i. Examples of unique aspects of teaching such as team teaching, multidisciplinary teaching, service learning, and use of new and emerging technology in teaching.
2. A summary of the candidate's advising responsibilities for undergraduate and graduate students, including the number of advisees. Advising of doctoral students, as primary advisor or as a committee member, as well as any other thesis/research supervision, should be specified.
3. Documentation of the development of new courses and contributions to curriculum planning and development.

In addition, documentation of effectiveness in the area of teaching should include, but is not limited to, the following:

1. A summary of peer assessments that must include annual classroom observations conducted according to School of Social Work procedures which include the use of a faculty approved peer assessment form and which may include reviews of course syllabi, bibliographies, instructional materials, assignments, tests or student papers.
2. A summary of student assessments that must be conducted according to School of Social Work procedures, including information from the School of Social Work that will provide a means of interpreting the candidate's student assessments.
3. A summary of other indicators of teaching quality such as the receipt of educational development grants or other awards in recognition of excellence in teaching; the development of instructional materials (published and unpublished); the assessment of peers as to the candidate's contributions to educational development; the publication or presentation of work

at conferences regarding social work curriculum or instruction, participation in activities designed to improve teaching skills; and other documentation of innovative teaching accomplishments.

Service

Candidates are expected to render service to the community and to perform discipline and/or multidisciplinary-related service. In addition, all faculty are expected, as part of their employment, to render service to the School, College or University. Such service should be documented as part of the candidate's application for tenure and it will be taken into consideration, even though it alone will not fulfill the expectation for service to the community. Service to the community also includes service to the professional community, the wider scholarly community and to the community at large; when performed in one's professionally-related capacity. Such service can be considered discipline-related service and encompasses all service activities that candidates perform that contribute to the profession of social work and social welfare and to the discipline of social work and social welfare as academic fields. Both the quantity and quality of service will be evaluated. Highest value will be placed on service that has a documented impact upon social policies or programs or which contributes to the leadership of the profession.

Participation in community service may be voluntary, appointed or recruited. University service may be performed at any level of the system: departmental, collegiate, center or institute-related or university-wide. Service to the profession and community may include, but is not limited to participation in the maintenance and development of professional organizations, professional publications, learned societies, policy-making bodies, community action groups, social agencies, international organizations, as well as workshops, institutes and in-service training.

The quantity and quality of community service and discipline-related service must be properly documented using adequate references from those having observed the candidate's community service. Documentation should include the following information:

1. A list of the forms of community service and discipline-related service performed by the candidate, including positions of leadership.
2. Description of the candidate's specific contributions during each community service or discipline-related activity performed.
3. Description, where appropriate, of the impacts upon policy and decision making resulting from the candidate's community and discipline-related service.
4. A list and description of any awards received by the candidate in recognition of community and discipline-related service.

Service activities include but are not limited to

1. Consultation, technical assistance, and other contributions locally, nationally, and internationally with social welfare and community-based agencies, policy makers, and program developers;
2. Organization of conferences on the local, national and international levels;
3. Leadership and service to discipline-related organizations such as reviewing abstracts for conferences; serving on award committees, leadership positions within the organization;

4. Membership on editorial boards, editing journals and newsletters, or ad hoc reviewers for journals;
5. Reviewers of research proposals;
6. Service on boards of directors of social welfare and community-based agencies;
7. Delivery of discipline-related workshops;
8. Interviews with the media, such as radio, television, and web casts.

Community Engagement that Combines the Three Traditional Areas of Faculty Work

Given that social work is an applied discipline, some candidates may combine the traditional three areas of faculty work, namely, research, teaching, and service. Therefore, it is important that promotion and tenure guidelines encompass such work.

Community engagement combines research, teaching, and service in projects that involve families or other stakeholders outside of academia as co-creators and collaborators, generally with the goal of developing knowledge, policies, and practices that can be used in program development, program design, program evaluation, and policy development. Engagement work involves but is not limited to a combination of activities listed above for research, teaching, and service, and adds the idea and understanding that research, teaching, service and the wisdom and knowledge of other stakeholders complement and mutually inform one another in ways that contributes to the public good.

Such community engagement activities typically are multidisciplinary, engage persons from a range of cultures, and result in new models of programming, planning, and policy.

Candidates are not required to engage in this kind of work, but some faculty in the applied discipline of social work are highly suited for such work and their accomplishments are of high importance to social work as a profession and as an academic discipline.

The products of community engagement that combine research, teaching, and service provide materials that are accessible to a wide audience. They can take many forms and include but are not limited to

1. program development;
2. documentation of how programs work that are the bases of program evaluations, replication of programs, practice manuals, and training materials, among other possible products;⁸
3. transfer of knowledge and technology to applied programs such as practice guidelines; assessment tools, and evaluation tools;
4. curriculum development;
5. development of public education materials;
6. policy initiatives;
7. development of practice innovations.

Although these products do not replace refereed journal articles, they may be considered along with refereed journal articles as valued products of scholarly endeavors.

⁸ Program evaluations and other procedures and products of evaluation are to adhere to the American Evaluation Association's principles and standards of evaluation.

EXTENDING THE PROBATIONARY PERIOD

Probationary faculty members have the right to stop the tenure clock according to Section 5.5 of *Faculty Tenure*. These situations include the birth, adoption, or foster placement of a child, the extended serious illness, injury, or debilitating condition of a family member for whom the faculty member is a major care provider, and when the faculty member has an extended serious illness, injury, or debilitating condition. The request for extension must be made in writing with one calendar year of the events that lead to the request for extension and no later than June 30 of the year before the final decision about promotion and tenure. If a claim for extension is not made by this time, the final decision regarding tenure and promotion will be made for that faculty member.

CRITERIA FOR APPOINTMENT, REAPPOINTMENT AND PROMOTION

The criteria for promotion and the evidence and documentation used are identical to the criteria already outlined for tenure decisions, with the following expectations specific to rank:

Assistant professor. Candidates for assistant professor must show evidence of potential for excellence in the three areas of scholarship, teaching and service. Those who have just completed their doctoral training should show scholarship through their academic record including their dissertation and would not necessarily be expected to have a substantial record of publications or excellence in teaching. Reappointment at the assistant professor level is based upon steady achievement in scholarly production, teaching, and community service. The quality and quantity of the scholarly work are also considered.

The tenured faculty review the achievements of probationary faculty each fall on an annual basis. The dossier that the probationary faculty develops is based upon the guidelines specified under Criteria for Tenure above. The director of the School of Social Work shares with probationary faculty the appraisals of the tenured faculty, their recommendations as to whether the probationary faculty should be reappointed, and their recommendations as to the directions that probationary faculty may take in fulfilling requirements for the achievement of tenure. These recommendations are recorded on President's Form 12, which is signed by the probationary faculty member, the director, the dean, and the Senior Vice President and Provost.

In addition, during the fall of the probationary faculty's third year, the probationary faculty will meet first with the director of the School of Social Work and next with the dean of the new College of Education and Human Development to discuss faculty appraisals and recommendations and any additional appraisals and recommendations that the dean may have.

Associate professor. Candidates for the rank of associate professor should have a substantial record of achievement in the three areas assessed. Quantity and quality of scholarly output are important, as well as demonstrated excellence in teaching and community service. The School recognizes that different faculty members will vary the emphasis given in their careers to scholarship, teaching, and community service; however, no promotions or appointments will be made to associate professor without evidence of scholarship and effective teaching.

Professor. Appointment and promotion to the rank of professor requires a national or international scholarly reputation in the individual's field of study. Scholarly work should be impressive in both quantity and quality and will often involve principal investigatorship in the line of research. The basis for promotion to the rank of professor is the determination that each candidate has (1) demonstrated the intellectual distinction and academic integrity expected of all faculty members, (2) added substantially

to an already distinguished record of academic achievement,⁹ and (3) established the national or international reputation ordinarily resulting from such distinction and achievement. The determination of whether the candidate has achieved distinction in these three areas is made through a qualitative evaluation of the candidate's record scholarly research, community engagement that combines teaching research, and service and produces tangible products outline earlier, or other creative work, teaching and service.

The primary emphasis in promotion to professor is on demonstrated scholarly achievement and other achievements that combine research/scholarship, teaching, and service and on teaching effectiveness. Service standing alone, without a distinguished record of research and research-based contributions locally, nationally and with a record of effective teaching as an associate professor, is an insufficient basis for promotion. Achieving the rank of professor is an expectation of all tenure-track faculty members. The performance expectations for promotion to the rank of professor should exceed those achieved for promotion to associate professor.

ANNUAL REVIEWS

All tenure-track and tenured faculty in all three ranks of assistant, associate, and full professor undergo an annual review where they present report that documents their accomplishments in the areas of teaching, research and service.

Each faculty member has an individual meeting with the director of the School to discuss the faculty member's achievements. The director may advise the faculty member as to steps the faculty may take in cases where the faculty member's achievements in any area of teaching, research, and service, may be substandard according to the guidelines detailed in this present document that pertain to the faculty member's rank.

The dean of the College meets with the director of the School to discuss the faculty members achievements and any recommendations to the faculty member when accomplishments in any of the three areas are substandard according to the guidelines detailed in this present document that pertain to the faculty member's rank.

SSW POST TENURE REVIEW POLICY

Background

The School of Social Work has in place a policy for annual performance appraisals that allow faculty to report accomplishments and future goals. This system has worked effectively for a number of years, allowing the director of the School of Social Work to review accomplishments and provide input into annual goals upon mutual discussion. During the promotion process, more extensive reviews are conducted with peers in the School of Social Work.

Goals and Expectations

The present annual faculty review system should continue with no change, with the director's review based on each faculty member's position description, assignments, interests, and career trajectory. Special

⁹ "Academic achievement" includes teaching as well as research and other creative work, consistent with footnote 2.

provisions for post-tenure reviews in these recommendations are for those extraordinary situations whereby functioning of a faculty member has clearly diminished for three or more years.

Goals and Expectations of Faculty Members

The School of Social Work's current Guidelines for Promotion and Tenure for the School of Social Work is accepted as the policy statement for goals and expectations of tenured faculty for the post-tenure review process. This document lays out criteria in the categories of teaching, research/scholarship and outreach/service and acknowledges that individual assignments may vary and that faculty members will be judged accordingly. The post-tenure review process itself is guided by Section 7a of the Regents Policy on *Faculty Tenure* and the Rules and Procedures for Annual and Special Post-Tenure Review, Revised by the Tenure Subcommittee, March 5, 1998.

Procedures for Special Reviews

1. The tenured faculty elects members to a peer review committee every year, with staggered terms. We recommend three committee members serving 3 years, with the initial terms of 3, 2, and 1 year decided by lot.
2. If one of the members of the post-tenure review committee is identified as needing performance improvement by the director, the committee member will resign from the committee. The faculty will elect a replacement at the appropriate rank.
3. Annual post tenure reviews will be conducted by the director of the School of Social Work with each faculty member, as in the current annual faculty review system.
4. In the event that the director believes that a faculty member's performance is "substantially below the goals and expectations of the unit," (Rules, p. 3), the director requests a review by the peer faculty review committee and documents in writing areas of concern. The review process will be confidential.
5. The committee review of performance will be based on materials the faculty member has submitted for the annual review and any other materials the faculty member wishes to submit.
6. The committee review will take place within three weeks of notification by the director. The committee will review relevant documents and will follow the guidelines and procedures laid out in the University post tenure review rules. A report will be made to the director within two weeks of the review. The report will state whether the review committee agrees or disagrees with the director's appraisal and will provide reasons for their decision. The committee will not consider the case for annual compensation decisions.
7. If the committee disagrees with the director's decision that the faculty member's performance was substantially below SSW expectations, it will so report to the director. The director and the chair of the post-tenure review committee will jointly write and sign a letter informing the faculty member of the committee's decision. The case does not advance to the dean for special review.
8. If the peer review committee agrees with the director's appraisal, the committee chair will join the director in writing and signing a letter to the faculty member "specifying the deficiencies and setting a time period (usually by the next annual review) during which the faculty member should address the identified problems." (Rules, p. 4) Consistent with the School of Social Work promotion policies, a case manager will be assigned by the director to facilitate the documentation process by the faculty member.

"At the end of the specified time, both the director and the elected faculty review committee should again review the performance of the faculty member. If they again find that [the individual's] performance is substantially below the goals and expectations of the unit,' they can ask the Dean to initiate a special review. To do so, they should send a letter or memorandum to the dean and to the faculty member, setting out their findings, with a copy of the documents they have reviewed" (Rules, p. 4). The case advances to the dean for special review only if the director and the committee agree the faculty member's performance is below the goals and expectations of the unit.

Approved by the Faculty of the School of Social Work on 2/15/2008
Approved by the Senior Vice President and Provost on July 25, 2008

PROCEDURES

The School complies with the “Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty” (October, 2007) as provided by Sections 16.3, 7.4, and 7.61 of the *Faculty Tenure* (June, 2007).