

**UNIVERSITY OF MINNESOTA
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**



SCHOOL OF SOCIAL WORK

**GUIDELINES FOR STANDARDS, POLICIES, AND PROCEDURES FOR
PROMOTION AND TENURE REVIEW OF FACULTY**

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

Approved by the School of Social Work Faculty on June 3, 2024

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SECTION 1. INTRODUCTION

This document provides guidance on the School of Social Work's policies and procedures for granting indefinite tenure and promotion. This guidance adheres to Subsections 7.11 and 9.2 of the [Board of Regents Policy: Faculty Tenure](#), and the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#).

The School of Social Work is an academic unit within the College of Education and Human Development. The faculty of the School of Social Work are committed to the achievement of excellence and leadership in the profession of social work and the specialty areas of youth studies and youth development leadership.

1.1. Mission of the University of Minnesota

The University of Minnesota System is driven by a singular vision of excellence. We are proud of our mission of world-class education, groundbreaking research, and community-engaged outreach, and we are unified in our drive to serve Minnesota.

1.2. Mission and Values of the College of Education and Human Development

The College of Education and Human Development (CEHD) 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. The mission of the University of Minnesota's CEHD is to contribute to a just and sustainable future through engagement with local and global communities to enhance human learning and development at all stages of the lifespan.

CEHD 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.

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

Faculty at our University are expected to contribute to the public good through their work. The CEHD promotion criteria as reflected in each departmental 7.12 statement should address how faculty work that involves models for public engagement and multicultural and interdisciplinary initiatives will be documented so that excellence in these areas is considered in the context of promotion and tenure.

1.3. Mission and Values of the School of Social Work

Building upon the University of Minnesota's and CEHD's mission of education, research, and service, the mission of the School of Social Work (School) is threefold: (1) to educate ethical, competent social work practitioners and scholars in direct practice, community practice, teaching, theory development, policy development, evaluation, and research; (2) to create and promote scholarship and research that expands social work knowledge and impact; and (3) to provide professional outreach and community engagement locally, nationally, and globally. As the oldest public school of social work

in the United States, the School promotes this mission through a tradition of scholarship, leadership, and commitment to the public good, social justice, and the empowerment of oppressed peoples.¹

In addition to the School of Social Work's mission and values, we are committed to providing faculty at all ranks with mentorship that helps them be successful researchers, educators, and university citizens.

SECTION 2. CRITERIA FOR AWARDING INDEFINITE TENURE

The University of Minnesota has specified criteria for the evaluation and awarding of indefinite tenure. The 7.11 excerpt below was taken verbatim from Section 7, subsections 7.11 of the [Board of Regents Policy: Faculty Tenure](#):

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 [FN2].² This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service. [FN3].³

The relative importance of these criteria may vary in different academic units, but each of the criteria must be considered in every decision [FN4].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 the candidate's achieving promotion to professor. (Board of Regents Policy: Faculty Tenure, pp. 9-10)

¹ FN1 School of Social Work Bylaws, University of Minnesota - Twin Cities, May 2021.

² FN2 "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 FN3 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 FN4 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.

SECTION 3. EVALUATION GUIDELINES FOR INDEFINITE TENURE AND PROMOTION

This section specifies the indices, standards, goals, and expectations for probationary and tenured faculty in the School of Social Work. They were developed in accord with Section 7, subsection 7.12 of the [Board of Regents Policy: Faculty Tenure](#):

7.12. Departmental Statement. [FN5]⁵ 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); (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"); and (3) the goals and expectations to be used in evaluating faculty members' performance under subsection 7a ("Review of the Performance of Faculty Members"). The document must contain the text and footnotes of subsections 7.11 and 9.2 and must be consistent with the criteria given there but may exceed them. Each departmental statement must be approved by a faculty vote (including both tenured and probationary members), the dean, and other appropriate academic administrators, including the executive vice president and provost. The chair or head of each academic unit must provide each probationary faculty member with a copy of the Departmental Statement at the beginning of probationary service. (Board of Regents Policy: Faculty Tenure, p. 10)

3.1. Criteria for Indefinite Tenure and Promotion

It is incumbent upon a faculty member to clearly document their accomplishments in research, teaching, and service. A faculty member with a community-engaged research agenda can provide documentation of how they have combined research, teaching, and service in projects that involve community members, or other community members outside of academia as co-creators and collaborators.

In addition to adhering to the [Code of Conduct](#) as stipulated by the Board of Regents, candidates for tenure and promotion to associate professor must demonstrate solid achievement in the following areas:

- Scholarly activity that significantly contributes to knowledge in the fields of social work, social welfare, youth studies, or youth development leadership, e.g., 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.
- Promotion of learning through effective teaching.
- Response to the needs of society in local, national, and/or international communities through community engagement and service.

The granting of tenure and promotion requires faculty members to make significant contributions in the areas of teaching and advising, scholarship and research, service, and community engagement as described below. The overarching expectation is that the faculty member is making a significant contribution to their respective field(s) and is

⁵ FN5 "Departmental" refers to an academic department or its equivalent, such as division, institute, or unit.

on the way to developing a national or international reputation (or both). The criteria for performance in each of the required areas are described below.

3.2. Criteria for Teaching and Advising

Candidates for tenure must include in their teaching statement two items. 1) how social justice, diversity, inclusion, equity, antiracism, and/or decolonization inform the candidate's teaching. 2) their contributions and effectiveness in teaching,

Documentation of contributions can include, but are not limited to, the following:

- A listing of scheduled courses taught, including summer session courses.
- A listing of continuing education and extension courses taught.
- A listing of independent studies supervised.
- A listing of guest lectures delivered.
- Documentation of practicum instruction, when appropriate.
- A listing of community-engaged teaching activities.
- A syllabus for each course taught.
- Examples of exams, assignments, and handouts.
- Examples of curricular and instructional innovations.
- Documentation of the development of new courses and contributions to curriculum planning and development.
- A summary of advising and mentoring activities.

In addition to the documentation of effectiveness in teaching, candidate must also include, the following:

Classroom Teaching Appraisal

- A summary of all classroom teaching appraisals. These appraisals must use either CEHD or the School's approved forms and **be conducted at least once an academic year**. They can include review of teaching statements, teaching tools, syllabi, bibliographies, instructional materials, assignments, tests, or students' papers that are provided with their consent. Classroom teaching appraisals are a requirement for probationary faculty. The classroom teaching appraisals must be completed by a tenured faculty member at the University of Minnesota. Ideally, a faculty member should only provide one appraisal per probationary faculty member.

Student Ratings of Teaching and Other Indicators

- A summary of the candidate's student rating of teaching for every course taught.
- A summary of other indicators of teaching quality, such as the receipt of educational development grants or awards in recognition of excellence in teaching; the development of instructional materials; peer assessment of the candidate's contributions to educational development; publication and presentation at conferences regarding social work curriculum, instructional, and other teaching innovations.
- A summary of teaching-related professional development activities.

3.3. Criteria for Scholarship and Research

The fields of social work, youth studies, and youth development leadership have committed themselves to community partnerships and developing knowledge that will result in a more just society and effective individual change. Given this professional and intellectual commitment, the faculty of the School view basic, applied, and publicly engaged scholarship and research as equally important in the development of knowledge.

The School values collaborative, community engaged, multidisciplinary, interdisciplinary, and transdisciplinary scholarship and research, as well as research conducted by an individual. When engaged in collaborative scholarship, it is necessary that each faculty member document their specific contributions to a collaborative effort by providing a specific report in their tenure dossier describing their effort for each group publication, project, or product.

Multidisciplinary, interdisciplinary, and transdisciplinary collaboration refers to inclusion and integration in research and scholarly endeavors of persons, perspectives, and frameworks from multiple disciplines and allied professions aligned with social work, youth studies, and youth development leadership. This includes disciplines and allied professions such as psychology, criminal justice, political science, history, sociology, child development, counseling, education, engineering and design, gerontology, medicine, and nursing, among many others. The values of the School of Social Work lead to the expectation that faculty members are attentive to community member perspectives and priorities, and the advantages of multidisciplinary, interdisciplinary, and transdisciplinary approaches in their work.

Candidates for tenure must also present evidence of scholarly productivity. In the School, scholarly productivity is reflected by the quality, quantity, originality, and impact of the work.

- **Quality** of scholarly productivity is evidenced by clarity and coherence of ideas, research that is conceptually and methodologically sound, and that is rigorous in its design and implementation as defined by the research paradigm. Quality scholarship also yields advancements in social theory, actionable insights, programs, policies, and/or interventions.
- **Quantity** refers to a sustained and evolving research agenda that has a cumulative result on research, practice, policy, and/or interventions in the field.
- **Originality** refers to the degree to which the scholar's line(s) of inquiry break(s) new ground and produces new understandings and intellectual contributions to conceptualizations, methodologies, and/or other resulting products. Ways of demonstrating originality may be the presentation of notable and recognizable discoveries or breakthroughs, peers' adoption or replication of the scholar's discoveries, through peer assessments of the originality of the scholar's work, and through community members' or other external beneficiaries' assessments or unique application of the work.
- **Impact** is both a measure of intentional change processes and is rooted in the commitment to advancing antiracist, decolonizing, and anti-oppressive practices in pursuit of a more just, equitable and inclusive society, in

policy, research, service, community, organizational, familial, and individual contexts. Impact is reflected in the dissemination of knowledge through publications and presentations that lead to innovations, understandings, and advancements recognized by scholars/community members as supporting individual and/or social change. Documentation from community members/partners may be submitted as evidence of impact for a faculty member's research and scholarship.

The quality, quantity, originality, and impact of scholarly and research activities are prioritized in the School as follows:

- Publications in peer-reviewed journals.
- Scholarly books and book chapters presenting original research.
- Securing funding in keeping with research, teaching, and training agenda.
- Community-engaged scholarly products as defined in section 3.5.

Other types of valued scholarly and research activities that have less weight in the review process, include:

- Chapters in edited volumes.
- Scholarly papers presented at professional conferences.
- Edited volumes of scholarly papers.
- Reviews, short essays, and published lectures.
- Fellowships awarded on a competitive basis.
- Scholarly work in non-written form.

In these scholarly and research endeavors, the School expects that faculty would engage in the advancement of knowledge and in contributions to the development of new interventions, programs, practices, policies, and community engagement. Typically, faculty work involves inclusion and diversity in terms of the epistemological assumptions, positions, roles, process and composition of research teams, collaborators, community members, and potential service users. Within the School, diversity encompasses but is not limited to ethnicity, race, indigeneity, sex, gender identity, sexual orientation, age, caste, social class, socioeconomic status, caregiving status, physical ability, psychological health and well-being, faith, religion, country of origin, region of origin, and any other factors that contribute to a multifaceted, equitable, and inclusive scholarly and research effort.

Ideally, the candidate's research and scholarship should reflect their commitment to social justice, diversity, equity, inclusion, and/or decolonization. Candidates can demonstrate this commitment through instantiation in the populations and settings of the work, the aims and foci of the work, and the ways in which they engage with topics, research questions, participants, data analytic strategies, reflexive processes, and interpretation of findings.

Candidates for the rank of associate professor should have a substantial record of achievement in scholarship and research, teaching, and service. The quality, quantity, originality, and impact of scholarly output is important, as well as demonstrated excellence in teaching and service activities. The School recognizes that faculty

members will vary the emphasis in their careers to scholarship and research, teaching, and service; however, no promotions or appointments will be made to associate professor without evidence of scholarly impact and effective teaching.

3.4. Criteria for Service

Candidates are expected to engage in service to the school, college, university, discipline, and related fields. Participation in University 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. The School also values service to the community, which can also be documented and will be taken into consideration. Service to the community includes service to the professional community, the wider scholarly community, and community at large, all of which is performed in one's professional capacity. Service should be documented as part of the candidate's application for tenure, and is taken into consideration, even though it alone will not fulfill the expectations for promotion and tenure. The quality, quantity, originality, and impact of service will be evaluated. Such assessment may include community assessments and engaging community feedback, as appropriate. The School will place the highest value on service that has a documented impact on social policies or programs, serves underserved communities, or contributes to the leadership of the profession.

Service to the profession and community may also 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 quality, quantity, originality, and impact of community service and discipline-related service must be properly documented.

Documentation should include the following information:

- A listing of the community service and discipline-related service performed by the candidate, including positions of leadership.
- Description of the candidate's specific contributions to each community service or discipline-related activity.
- Description, where appropriate, of the impacts resulting from the candidate's community and discipline-related service.
- 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:

- Consultation, technical assistance, and other contributions locally, nationally, and internationally with social welfare and community-based agencies, policy makers, researchers, and program developers.
- Organization of conferences at the local, national, and international levels.
- Leadership and service to discipline-related organizations such as reviewing abstracts for conferences, serving on award committees, and leadership positions within the organization.
- Leadership in organized research collaborations such as centers and labs.
- Membership on editorial boards, serving as a consulting editor or ad hoc reviewer for peer-reviewed journals, and editing journals and newsletters.

- Reviewing research grant proposals.
- Service on the board of directors of social welfare and community-based agencies.
- Delivery of discipline-related workshops.
- Interviews with the media (e.g., radio, newspaper, television), blogs, podcasts, YouTube or other social media content, and webinars.
- Program evaluations and other procedures and products of evaluation. Program evaluations are to adhere to the American Evaluation Association's principles and standards of evaluation.

3.5. Criteria for Community Engagement that Combines the Three Traditional Areas of Faculty Work

Given that social work, youth studies, and youth development leadership are applied disciplines, some candidates may engage in activities that simultaneously serve all three of the traditional areas of faculty work, namely, research/scholarship, teaching, and service. Therefore, it is important that promotion and tenure guidelines encompass such work as defined by the University of Minnesota – Twin Cities Office of Public Engagement's [Assessment of Community-Engaged Scholarship](#).

Community-engaged scholarship combines research, teaching, and service in projects that involve community members including community members outside of academia as co-creators and collaborators, generally with the goal of developing knowledge, policies, and practices applicable to program development, program design, program evaluation, and policy development. Community-engaged scholarship also includes a wide range of participatory and alternative forms of inquiry, including indigenous approaches to research. Engagement work involves, but is not limited to, a combination of activities listed above, with an emphasis on reciprocity, mutuality, and sustainability for research, teaching, and service. Engagement work also adds the understanding that research, teaching, service, and community member wisdom and knowledge complement and mutually inform one another in ways that contribute to the public good.

Such community-engaged scholarly activities typically engage persons from a range of cultures, disciplines, and sectors and result in new models of programming, planning, and policy. The Office of Public Engagement offers an in-depth [definition of public engagement](#) at the University of Minnesota.

The products of community-engaged scholarship that combine research, teaching, and service provide materials that are accessible to a wide audience and, therefore, can have high community impact. They can take many forms and include but are not limited to:

- Program development.
- Documentation of how programs work that are the bases of program evaluations, replication of programs, practice manuals, treatment manuals, and training materials, among other possible products [FN6].⁶

⁶ FN4 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.

- Transfer of knowledge and technology to applied programs such as practice guidelines, assessment tools, and evaluation tools.
- Curriculum development.
- Development of public education materials.
- Policy initiatives.
- Development of innovations in research, practices, programs, policies, or interventions.

Candidates are not required to engage in this kind of work, but they are strongly encouraged to document their community-engaged work as it applies to their research, teaching, and service.

3.6. Procedures for Promotion and Tenure

During the first semester of the academic appointment, an overview of the advising and mentoring process will be provided by the SSW Director to the new faculty member. SSW Director also will assign the faculty member a temporary adviser, which will help the new faculty member get acclimated to SSW, CEHD and the university, answer questions about processes and procedures, and support them in making connections to departmental, collegiate, university, and community resources.

At the beginning of the second semester, probationary faculty members, in consultation with the SSW Director, will select three SSW tenured faculty members who will serve as mentors throughout the tenure and promotion process. These three faculty members will constitute the mentoring committee that will provide individualized support to the probationary faculty member in the areas of scholarly research, teaching, and service. This support includes ongoing consultation and feedback, with the aim of helping the faculty member develop plans to achieve their scholarly research, teaching, and service goals in preparation for promotion and tenure. It is important to note the evolving nature of the mentoring committee. Thus, at any time, a change to the mentoring committee composition may be made by the probationary faculty member in concert with the SSW Director.

In addition to this tailored support, the mentoring committee is responsible for preparing a synopsis report that will be presented to the tenured faculty at (a) the annual appraisal of performance meeting that is held in the spring semester and (b) the tenure and promotion meeting held in the fall semester. The synopsis report documents strengths, accomplishments, and areas in need of improvement to provide a holistic assessment of the faculty member's work and productivity in the areas of scholarly research, teaching, and service. It is typical for one faculty mentor to take the lead in writing the report and presenting it at the meetings. The criteria for promotion and tenure outlined in Sections 3.1-3.5 of this document shall be used by the mentors to inform their assessment of the probationary faculty member and preparation of the synopsis report.

The candidate's body of work will be assessed concerning its quality, quantity, originality, and impact in advancing the knowledge base, policies, programs, and/or services of social work and social welfare. Per CEHD and University policies, the School of Social Work requires a minimum of five (5) external reviews. Four (4) of these external reviews must be from tenured faculty members with no direct professional or personal interest in advancing the candidate's career. They should not

be former advisors, mentors, co-authors, or co-investigators on previous work. The Office of Vice Provost for Faculty and Academic Affairs can provide additional guidance. The academic unit should seek appraisals from persons suggested by the candidate and other recognized scholars in the field. The file must document the relationship of each external reviewer to the candidate. It should describe external reviewers and their credentials to enable collegiate/campus review committees and collegiate and central administrators to interpret reviews more fully. 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 be eligible to earn the rank of professor.

Candidates will prepare and submit materials consistent with the criteria above and the [CEHD Promotion & Tenure Review Guidelines](#), which include the following:

- CV.
- Teaching statement, list of courses taught, summary of teaching evaluation data, and peer reviews of teaching.
- Research statement, list of grants, statement of quality and impact of research, relative standing of journals, and role in multi-author publications.
- Service statement and list of service activities.
- Annual Appraisals from the department.
- Additional supplemental materials, including, but not limited to, copies of all publications, letters of support (if applicable) from students or community partners, and student ratings of teaching.

The SSW Director shall schedule meetings of the tenured faculty to review and discuss the probationary faculty member's synopsis report and supporting materials at least once a year or as needed. Following a discussion of the probationary faculty member's report and documentation, voting will occur per university policy. The SSW Director will provide the tenured faculty with at least two weeks advance notice about the meeting (i.e., agenda, meeting time and venue, location of materials to be reviewed, and voting instructions). All faculty are expected to participate and vote in person or remotely. Faculty unable to participate must give advance notice. The faculty will vote by secret ballot on promotion and/or tenure, the results of the vote to be the recommendation of the School to the College. In all voting, the Director of the School will cast their vote as a professor. The Director will submit an appropriate description of the outcome and a separate letter regarding their own recommendation to the Dean of the College.

Faculty members under review for promotion and tenure shall be informed by the Director of the recommendation of the faculty and Director, and shall be given an opportunity to review and respond in writing to all of the documents sent forward to the College. The recommendation of the faculty and Director with any response of the candidate for promotion and tenure will be forwarded to the College Promotion and Tenure Committee and to the Dean for his or her review.

3.6.1. Procedures for Annual Appraisal of Probationary Faculty

The tenured faculty will review the achievements of probationary faculty annually. The candidate's record will be assessed in terms of quality, quantity, impact, and originality in advancing the knowledge base, policies, programs, and/or services of social work, youth studies, and youth development leadership.

Per the CEHD Promotion and Tenure Review Guidelines, after the completion of the annual review, the Director of the School will share 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 the [UM Form 12](#), which is signed by the probationary faculty member, the Director of the School of Social Work, the Dean of CEHD, and the University of Minnesota Executive Vice President and Provost.

Reappointment at the assistant professor level is based on achievement in scholarly and research production, teaching, and service. The quality, quantity, originality, and impact of one's work are considered, as are considerations regarding authorship contributions. For example, first author and solo-authored publications should receive greater weight. The faculty may recommend termination of a candidate's appointment if their overall performance clearly falls below the standards required by the 7.12 statement or performance on any of the primary criteria is so deficient that positive evaluation of the other criteria would not warrant continuation of the appointment. The reasons for this action must be clearly documented in a written evaluation.

In the event a probationary faculty member wants to be considered for tenure and promotion prior to the date determined by the University, they will need to submit a written request to the Director of the School of Social Work. This request will be forwarded to the tenured faculty in the school, and they will be asked to review the probationary faculty member's dossier materials to determine whether they are ready for early tenure and promotion. At least two-thirds of the tenured faculty must approve the probationary faculty member's request in order for them to move forward in the tenure and promotion process. If less than two-thirds of the tenured faculty agree the probationary faculty member is ready for early tenure and promotion, the faculty member must wait one year to request another review.

3.6.2. Extending the Probationary Period

Upon the written request of a probationary faculty member, the maximum period of that faculty member's probationary service can be extended in accordance with subsection 5.5 of Board of Regents Policy: Faculty Tenure. These situations can 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 within one calendar year of the events that lead to the request for extension and no later than June 30 preceding the year a final decision would otherwise be made on an appointment with indefinite tenure for that faculty member.

3.6.3. Promotion to Full Professor

This section provides guidance on the promotion of faculty to the rank of full professor. The excerpt below is taken from subsection 9.2 of the [Board of Regents Policy: Faculty Tenure](#):

9.2. Criteria for Promotion 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 resulting from such distinction and achievement [FN7].⁷ This determination is reached through a qualitative evaluation of the candidate's record of scholarly research or other creative work, teaching, and service [FN8].⁸ 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. (Board of Regents Policy: Faculty Tenure, p. 14)

Achieving the rank of full professor is an expectation of all associate professors. Accomplishments in three areas are assessed when evaluating a candidate for promotion to full professor: scholarly research or other creative work, teaching, and service. A candidate with a community-engaged research agenda is encouraged to provide documentation of how they have combined research, teaching, and service in projects that involve community partners/members, both inside and outside of academia, as co-creators and collaborators. The candidate should have a leading role in the production and dissemination of new knowledge in their scholarly research and other creative work that is demonstrated by quality, quantity, originality, and impact (section 3.3). Teaching should extend beyond the classroom to include supervising and mentoring students in research projects and/or community-engaged activities that foster new forms of knowledge and skill acquisition. Service within the University and in the candidate's discipline needs to demonstrate a consistent pattern of engagement, along with evidence of leadership capacity and responsibility. It is important to note that service alone is an insufficient basis for promotion to full professor.

⁷ FN7 "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. Not being promoted to the rank of professor will not in itself result in special post-tenure review of a tenured associate professor.

⁸ FN8 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 subsection 7.4 for the granting of indefinite tenure, the nondisclosure of grounds for the decision (subsection 7.5), and the review of recommendations (subsection 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 subsection 7.7 for decisions about promotion to associate professor and conferral of indefinite tenure. See the definitions of "scholarly research," "other creative work," "teaching," and "service" in footnote [3]. A greater contribution in the area of institutional service is expected of candidates for the rank of professor than was expected for the award of tenure.

In addition to adhering to the Code of Conduct as stipulated by the Board of Regents, the candidate's record of accomplishments will be evaluated for quality, quantity, originality, impact, and leadership in the four areas listed below.

Scholarly Research or Other Creative Work

A candidate needs to provide evidence of scholarly research or other creative work that significantly contributes to the production and dissemination of new knowledge in the profession of social work, the field of social welfare, youth studies, or youth development leadership (See Section 3.3 for examples). For promotion to full professor, the candidate should have a consistent and sustained record of scholarly research activity and productivity that demonstrates their national or international standing in their respective discipline.

Teaching

Evidence of teaching effectiveness (See Section 3.2 for examples) is also evaluated when assessing a candidate for promotion to full professor. Candidates for full professor will have demonstrated leadership in teaching and learning through curriculum innovation, development, instruction, advising, and mentoring. The candidate is expected to have a sustained record of effective teaching as demonstrated by quantitative scores and narrative comments on their student ratings of teaching. In addition, supervising and mentoring students on research projects and community-engaged projects is also assessed. Given the research-intensive nature of the University, candidates should provide mentoring to doctoral students, play a major role in the development of doctoral students up to and including serving as committee member or the adviser of dissertations, and see them through the completion of their degree. Finally, they should be able to illustrate their efforts to sustain and advance the educational mission of the School of Social Work.

Service

Substantive service to the School, CEHD, and University is expected of candidates for promotion to full professor (See Section 3.4 for examples). This may include serving as the lead or chair of a committee within the institution or in service to the profession, as well as mentoring junior colleagues and faculty peers. Service to the candidate's discipline and responding to the needs of society in local, national, and/or international communities through community engagement is also assessed in terms of types of positions held and evidence of contributions made in these domains. Community-engaged service may include initiating community partnerships and collaborations that build on the candidate's program of scholarly research and making meaningful contributions to the members of those communities.

The granting of promotion to full professor requires that a candidate has made significant achievements in the aforementioned areas since being granted tenure. The overarching expectation is that the faculty member has made significant contributions to their respective field(s) and developed a national or international reputation (or both).

Process for Promotion to Full Professor

Consideration for promotion to the rank of full professor may be requested by an associate professor, the Director of the School, full professors in the School of Social Work, or any combination of these individuals. See CEHD Guidelines for Promotion and Tenure Review. It is customary for a faculty member seeking promotion to full professor

to meet with their colleagues at the full professor faculty rank to discuss their request and solicit their feedback.

Associate professors must be reviewed at least every four years per University policy subsection 9.2 of Faculty Tenure and in the 7.12 statement. However, a tenured associate professor may at any time request that a special review take place to assess their readiness for promotion to full professor. In this case, the associate professor must submit a written request to the Director of the School of Social Work stating their desire to be reviewed for promotion to full professor. This request will be forwarded to the full professors in the School and they will be asked to review the associate professor's dossier materials (i.e., CV, annual reviews, and any other supporting documentation) to determine whether they are ready to be considered for promotion. If there are fewer than three full professors in the School at the time of the request, the Director, in consultation with the CEHD Dean's office, will identify eligible faculty members within the College to serve on a special review committee. As part of the special review process, the Director of the School will prepare a summary of the full professors' feedback and discuss it with the faculty member who requested promotion consideration.

At least two-thirds of the full professors on the special review committee must approve the associate professor's request to move forward in the promotion process. If approval is granted, a promotion review committee of full professors will be formed, external review letters will be solicited, and a dossier with all requisite documentation on scholarly research, teaching, and service will be prepared for review by the promotion candidate. At least three full professors must serve on the promotion review committee, not including the Director of the School. If there are fewer than three full professors in the School of Social Work, the Director, in consultation with the CEHD Dean's office, will identify eligible faculty members within the College to serve on the committee. Evaluative guidelines for promotion to full professor are outlined in Sections 3.6.3.

If less than two-thirds of the full professors on the special review committee approve the associate professor's request to move forward with the promotion review process, the faculty member must wait one year to request another review. If the associate professor does not agree with the decision made by the full professors, they may raise their concerns with the Director, the CEHD dean, or the Senior Vice President for Academic Affairs and Provost. The four-year review of tenured associate professors must be reported in writing by the Director. Following the review, the associate professor will meet with the Director to discuss the review and sign the report of the review to acknowledge that the review took place. The four-year review must be reported in writing by the Director using UM Form 13.

3.7. Annual Performance Review of Faculty

The School conducts annual performance evaluations that allow faculty at all ranks to report accomplishments and future goals. This allows the Director of the School to review accomplishments and provide input into annual goals upon mutual discussion.

The School's 7.12 statement is the official guidance for goals and expectations of probationary and tenured faculty. This document lays out criteria in the categories of research, teaching, and service, it acknowledges that individual assignments may vary, and that faculty members will be assessed accordingly.

3.7.1. Annual Performance Evaluation Process

All probationary and tenured faculty undergo an annual review in which they document their accomplishments in the areas of research, teaching, and service. Faculty members submit a summary of accomplishments report in the areas of research, teaching, and service for the specific year under review. The School's Director completes annual reviews of faculty's performance annually, and advocates for salary adjustments (when warranted) that represent the faculty effort for the previous academic year. This includes a summary statement of accomplishments in each of the three areas, and can include a statement of publicly engaged scholarship that describes how they have combined research, teaching, and service in projects that involve community members or other community members outside of academia as co-creators and collaborators. Along with this documentation, the Director will also have access to the faculty member's course syllabi and student rating of teaching.

All faculty are required to meet the expectations as outlined in the [School of Social Work's Minimum Performance Standards for Tenured Faculty](#). Associate professors are expected to exceed the minimum performance standards to prepare for promotion to full professor. Each faculty member has an individual meeting with the School's Director to discuss their achievements on an annual basis. This meeting focuses on both accomplishments and expectations for the coming year. The Director provides a written summary of each review. A copy of that summary is added to the personnel file of the respective faculty member and is available to the faculty member for review.

3.7.2. Review of Tenured Faculty Who Do Not Meet Minimal Standards

When a faculty member's performance does not meet the minimum performance standards set forth by the School, a review process will ensue that follows the process outlined in Sections VI.B (Annual Review) and VI.C (Special peer review in cases of alleged substandard performance by tenured faculty) of the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#).

In the event the School's Director believes that a faculty member's performance falls below the established minimum standards for the school, the faculty member must be informed of this judgment in writing. In addition, the Director shall refer the case to an elected peer review committee of tenured faculty that examines the case to determine if they agree with the Director's assessment. There are two possible outcomes:

1. If a majority of the elected peer review committee does not agree with the Director's assessment, the committee will report its determination to the Director for discussion and resolution.
2. If the elected peer review committee agrees with the Director's assessment, the following steps will be followed per Section VI.B (Annual Review):
 - If the Director and the elected peer review committee of tenured faculty agree that the faculty member in question has fallen substantially below the goals and expectations of the unit, they must put this judgment in writing for the faculty member. The letter must include suggestions for improvement to meet the goals and expectations and establish a time period for improvement of at least one year from the date of letter. The time period for improvement cannot end at the next annual review if that review is less than one year from the date of the letter. The letter from the Director and the elected peer review

- committee must identify the ending date for the period of performance improvement and must request that the faculty member provide a report at that time describing the faculty member's progress towards meeting the goals and expectations of the unit.
- The Director and the elected peer review committee chair should make reasonable efforts to meet with the faculty member to discuss the plan for meeting the goals and expectations of the unit. The faculty member may request modification of the plan from the Director and the elected peer review committee but may not at this stage file a complaint with the Senate Judicial Committee.
 - At the end of the time period specified for performance improvement, the faculty member under review must provide a report describing progress toward meeting the goals and expectations of the unit. The Director and the elected peer review committee of tenured faculty will then review the progress that the faculty member has made regarding the recommendations as specified in the report from the faculty member. There are three possible outcomes from this process:
 1. If the Director and the elected committee of tenured faculty agree that the faculty member now meets the goals and expectations of the unit, the faculty member returns to the usual process for annual review.
 2. If the Director and the elected peer review committee do not agree, the faculty member returns to the usual process for annual review.
 3. If, at the end of the specified time period, both the Director and the elected peer review committee find that the faculty member's performance is still substantially below the School's Minimum Performance Standards for Tenured Faculty and there has not been a sufficient improvement of performance, the faculty member may be referred for a special review at the College level. This review will be conducted in accord with the guidelines and processes outlined in Section VI.C.

Upon completion of the collegiate review, the following conclusions are possible per Section VI.C of the [Procedures for Reviewing Candidates for Tenure and/or Promotion: Tenure-Track and Tenured Faculty](#):

1. that performance is adequate to meet the goals and expectations of the unit and that the review is concluded;
2. that the allocation of the faculty member's expected effort among teaching, research and/or creative effort, service and governance functions of the unit be altered in light of the faculty member's strengths and interests so as to maximize the faculty member's contribution to the mission of the University; implementation of this recommendation should be recorded in a memorandum of understanding (see section VI.A of these Procedures);
3. that the faculty member undertakes specified steps to improve performance, subject only to future regular annual reviews as provided in subsection 7a.2 of Faculty Tenure;
4. that the faculty member undertake specified steps to improve performance subject to a subsequent special review under subsection 7a.3 of Faculty Tenure, to be conducted at a specified future time;

5. that the faculty member's performance is so inadequate as to justify limited reductions of salary, as provided in subsection 7a.4 of Faculty Tenure;
6. that the faculty member's performance is so inadequate that the administrator who initiated the review (the dean or executive vice president and provost) should commence formal proceedings for termination or involuntary leave of absence as provided in sections 10 and 14 of Faculty Tenure;
7. some combination of these measures.

Within 30 workdays of receiving the report, the faculty member may appeal to the Senate Judicial Committee, which shall review the report in a manner analogous to the review of tenure decisions (see subsection 7.7 of Faculty Tenure).

SECTION 4. REVISION HISTORY

4.1. Current Version

- Approved by Faculty May 28, 2024
- Approved by CEHD Dean, June 7, 2024
- Approved by the Executive Vice President and Provost, July 17, 2024

4.2. Previous Versions

- Prior version approved by the Faculty of the School of Social Work, February 15, 2008
- Approved by the Senior Vice President and Provost, July 25, 2008