

School of Social Work

Tenure & Promotion Guidelines (2016)

Introduction

Content of this departmental document is intended to be fully consistent with the USM Faculty Handbook and the College of Health Tenure and Promotion policy. Apparent discrepancies and/or incongruities associated with these documents should be brought to the immediate attention of the personnel authority.

It is the School's intention that tenure-track and tenured faculty receive every opportunity and encouragement of success in achieving tenure and promotion through the ranks. For this reason the personnel authority and the tenured faculty have endeavored to create a close correspondence of expectations for annual review, pre-tenure review, and tenure review, as well as expectations for promotion to full professor.

While the faculty select the personnel authority ("governance option") conducting annual reviews anew each year, School history has consistently favored the option of the director plus two senior faculty members composing the personnel authority. Pre-tenure and tenure reviews are conducted by three members of the tenured faculty constituting a "tenure committee."

Concerns or questions of any faculty member regarding tenure and promotion should be brought first to the School director.

Evaluation Criteria, Review Points and Processes

Annual review. Tenured and tenure track faculty, including those with administrative roles, are evaluated annually by the School's personnel authority on the performance dimensions of teaching, scholarship, service, and collegial relations. Both past performance and goals for the future are considered. The personnel authority each year issues current guidelines for the annual review. The annual review is completed on a calendar year basis (spring/summer/fall semesters of a given year).

Tenure reviews. The cumulative performance of assistant professors is evaluated comprehensively on the dimensions of teaching, scholarship, service and collegial relations at two points:

(1) In the third academic year (pre-tenure review) following initial employment, taking into account any "time toward tenure" approved at the time of hire. The purpose of the pre-tenure review is to assess the faculty member's progress toward tenure and to provide corrective, developmental guidance. The pre-tenure review is conducted by a committee composed of tenured faculty members.

(2) In the sixth academic year (tenure review) as part of the application for tenure and promotion to associate professor. (Note: While university policy permits an assistant professor to apply for promotion to associate rank in the fifth academic year, the tenured faculty recommend that assistant professors apply for tenure and promotion simultaneously. An assistant professor wishing to apply for promotion in the fifth year should notify the tenured faculty by way of the director.) The tenure review is conducted by a committee composed of tenured faculty members.

Post-tenure review. Tenured faculty members are subject to post-tenure review according to guidelines provided in the university faculty handbook. A post-tenure review is triggered by two consecutive unsatisfactory annual reviews.

Promotion to professor. Associate professors may apply for promotion to full professor in the fifth year within rank, or any time thereafter. The cumulative performance of the applicant is evaluated comprehensively on the dimensions of teaching, scholarship, service and collegial relations. In addition to sustained exemplary performance in each of these areas, the applicant is expected to demonstrate (1) a record of leadership to the profession and recognition by national and perhaps international peers of significant contribution to the profession; (2) a record of external funding in support of the scholarship agenda.

Productivity Guidelines

Teaching

Faculty of all ranks are expected to carry a full instructional load (four courses per semester in the fall and spring) with appropriate release time for scholarship, grant/contract related work, or administrative service. Tenured and tenure-track faculty with an active scholarship agenda can normally expect one course release per semester for scholarship bringing course loads to 3 per semester. In addition to course instruction, teaching productivity may encompass student advisement and/or student development projects, and independent study assignments.

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 to the rank of Associate Teaching Professor or 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.

(The School of Social Work's Teaching Track Promotion Guidelines, approved by faculty on 3/22/2017, are appended to this document.)

Scholarship

Tenure track faculty – Faculty moving successfully toward tenure and promotion should consider the following benchmarks in formulating goals and related work plans:

- *Publications* – Two substantive manuscripts submitted for review per year in peer-reviewed journals or anthologies (first or second author). Each faculty member’s CV, as of Fall 2015, must include 1) their percentage contribution to the publication or grant and 2) the acceptance percentage for the journal OR the impact factor for multiple author publications.

- *Presentations* – One national conference presentation; one regional or state Presentation per year (first or second author).

- *Funded Scholarship* – PI or co-PI on one proposal per year for funding in excess of \$25,000.

It is expected that, on average, the successful tenure-track faculty member will complete two actual publication/funding “products” per year – that is, for example, two published peer-reviewed articles, one funded project and one published article, etc. The committee will take into account relevant limiting factors, such as the time it may take a new faculty member to initiate a research agenda.

Tenured faculty – Tenured faculty should consider the same benchmarks noted above. Tenured faculty enjoy, however, significant latitude in negotiating variable scholarship plans consistent with their level of development, shifts in scholarly interests, planned sabbaticals, and anticipated teaching and service commitments.

Service

Tenure track faculty – 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 definitely pursue goals related to college, university and professional service. Community service is encouraged, but should, ideally, relate to the scholarship agenda in a demonstrable way.

Tenured faculty – 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.

Collegiality

Faculty at all ranks are evaluated (but not rated) on “collegial relations.” Collegiality does not, however, refer to a distinct category of faculty activity, but rather 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.

Performance Reports Format

Current formats for each type of review will prevail. Annual review formats are set by the School and may be found in the annual review guidelines; all other formats are set by the university provost.

It is strongly recommended that all review documents be accompanied by clearly and succinct summary statements. Both an opening “overall” summary and shorter summaries for each performance area of teaching, scholarship, service and collegiality are recommended for incorporation into all review reports.

It is further recommended strongly that supporting documentation be neatly organized, clearly labeled and appropriately arranged.

Documentation

The annual review guidelines provide an outline of the types and preferred arrangement of required documentation in each area of performance.

Assistance

The first reference for assistance in any matters related to review of any type, including the format of reports, is the School director.

School of Social Work
Teaching Track Promotion Guidelines
[Faculty Handbook Reference – Section 3.4.1]

Unanimously approved by the faculty (3/22/2017)

In addition to satisfying educational credentialing and time-in-rank requirements, and meeting standard School expectations of collegiality, teaching track faculty seeking promotion should develop and execute a comprehensive progress-toward-promotion plan approved by the director and the School’s promotion committee, with progress assessed annually (at minimum). The plan must include, but not be limited to, actions, responsibilities, and measures related to the elements below. In turn, progressive accomplishments related to this plan will form the core of a dossier accompanying the application for promotion.

Criterion	Lecturer (MSW)/ Associate Teaching Professor (PhD)	Senior Lecturer/Teaching Professor
Teaching	1. Effective management of assigned course and advising loads 2. Relevant continuing education 3. Application of instructional best-practices knowledge 4. Record of consistent good-to-excellent performance, evidenced by multiple evaluation methods, including peer portfolio* critique <i>* portfolio to consist of a performance improvement narrative, accompanied by evidence samples</i>	1. Effective management of assigned course and advising loads 2. Relevant continuing education 3. Application of instructional best-practices knowledge 4. Record of consistent good-to-excellent performance, <i>including innovative practice</i> , evidenced by multiple evaluation methods, including peer portfolio critique <i>incorporating at least two external reviews</i>
Service	Relevant continuous service within the university as assigned, including at least two annual terms of leadership	1. Relevant service within the university as assigned, including at least <i>three</i> annual terms of leadership 2. Substantive relevant service to the profession and/or the public/community
Scholarship	Valued, but not required	Minimum three substantive and documented contributions to teaching scholarship – e.g. peer-reviewed publication; juried national conference presentation; innovative certificate course sequence design