

SCHOOL OF SOCIAL WORK  
COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES  
UNIVERSITY OF MISSOURI AT COLUMBIA

**REGULATIONS AND PROCEDURES RELATED TO PROMOTION AND TENURE**

Established and approved by the faculty October, 1989.  
Revised 1999. Revised 2003. Revised 2020 and adopted by faculty vote on February 14, 2020

**GENERAL CONSIDERATIONS**

The Faculty

These criteria and procedures pertaining to the faculty of the School of Social Work which shall consist of all persons with full-time academic appointments at the rank of instructor or above, who perform 50 per cent or more of their responsibilities for the School.

The Basic Orientation

These procedures are designed to assist and protect the faculty by making the procedures and criteria explicit. Written reports from evaluating bodies within the School will provide progress information and indicate if performance needs to be improved.

No person will be employed in a non-tenure or tenure-track position (regular appointment) unless it has been determined that he/she has the potential and opportunity to meet the minimum requirements for promotion or promotion with tenure. Every effort will be made to assist faculty on regular appointments to meet these requirements. Credit for years toward tenure should not be awarded unless it is likely that faculty can meet these requirements within the reduced time.

Terms

The term “tenure” refers to the awarding of a continuous appointment with the University.

The term “committee” refers to the duly-constituted committee of the School’s faculty charged with promotion and tenure matters. The Promotion and Tenure Committee of the School of Social Work shall consist of all tenured members of the faculty and all non-tenure track faculty members at the promotable rank or above. The Director of the School is a member of the committee; however, to maintain the dual review process, the Director shall not take part in any committee actions concerning review of individual faculty performance, applications for promotion and/or tenure, or progress reviews. The committee shall be convened by the tenured faculty member with highest rank and longest time in rank. The committee will then select a chair from the membership by simple majority vote.

The Committee shall encourage faculty making satisfactory progress and counsel those who are not. It should inform faculty members deemed not to be making adequate progress, along with the Director and the College Dean, of its estimate of the probability of a favorable recommendation.

### Principles

These procedures are predicated upon the generally accepted principles of personnel management:

1. Right to participation– Faculty have the right and the responsibility to take an active role in all aspects of their respective evaluations, including the development and presentation of materials and review of conclusions.
2. Right to clear expectations – Faculty are entitled to have specific, written expectations of their assignments and the criteria upon which their performance will be evaluated. These two elements must be the same.
3. Right to appeal – Faculty have the right to timely information about personnel decisions so that, in case of a potentially adverse decision, they may respond before such decisions are made final. This requires that the reasons for such decisions be communicated explicitly enough to make the employee aware of the precise nature of the decision and the evidence on which it is based.

## PART I PROCEDURES

### APPOINTMENT OF NEW FACULTY:

Campus Interviews: When interviews for faculty positions are conducted on campus, or when formal consideration is given to the transfer of faculty within the university system to the School, an interview shall be arranged with the Committee in order to review with the candidate:

- The promotion and tenure regulations,
- The assessment of what he/she will have to do to be eligible for promotion and tenure,
- The advisability of awarding “years toward tenure” at the time of appointment, and
- Any conditions of appointment proposed by the School or College.

Following the interview, the Chair will send the Director a letter of advisement reflecting the committee’s opinion regarding the proposed conditions of employment.

Appointment letter: The chosen candidate shall receive a letter of appointment, including these regulations and procedures, which directs the candidate’s attention to the minimal requirements the candidate must meet for promotion with tenure or promotion.

### SCHEDULE OF REVIEW:

Assignments: When teaching and /or other assignments are made each faculty member should be appraised by the Director in writing of the requirements he/she has to meet for promotion and/or tenure. It would be desirable at this time for a schedule to be drawn up showing the activities the faculty member will engage in to meet the requirements. The typical workload assignment for tenure track (TT) faculty is 40/40/20 (i.e., 40% teaching, 40% research, and 20% service). The typical workload assignment for non-tenure track (NTT) faculty is 80/20 (i.e., 80% teaching and 20% service for teaching and clinical faculty, and 80% research and 20% service for research faculty). Teaching, research, and/or service requirements will be adjusted for grant buyouts and may be adjusted when the faculty member has administrative obligations.

Non-tenured faculty on regular appointment will be reviewed annually by the Committee, beginning with the second year of employment. A written report of the Committee’s findings and recommendations will be provided to the faculty member and the Director.

Two years prior to the mandatory decision date on tenure, a full and thorough review of individual tenure seeking faculty members will be conducted by the committee and the results, along with any written comments from the candidate concerning the findings, will be forwarded to the Dean of the College for inclusion in the individual’s personnel file. The review will occur in the 6<sup>th</sup> semester following the initial appointment as a tenure seeking faculty member without continuous appointment. The faculty member to be reviewed shall submit a dossier not later than the 15 of April in their sixth semester. The committee shall review the material, deliberate and vote. The Committee will provide the candidate with an explicit statement of how well he/she is progressing toward meeting the requirements not later than the 15 of May of the same year. To the extent possible and without the force of law, the

candidate should be informed of actions needed to make his/her candidacy creditable. Candidates must be informed that such advice does not mean that Promotion and Tenure would be guaranteed if it were followed.

Non-tenured faculty before their sixth semester and Tenured Faculty seeking promotion may request a courtesy review to obtain informal feedback on their progress. The committee shall have the sole discretion in granting the review.

Prior work: If a candidate has had academic, teaching, or research achievements before coming to University of Missouri, they may be considered for tenure and/or promotion. It is, however, critical that productivity at University of Missouri be demonstrated.

#### DOCUMENTATION:

During the winter/spring semester prior to the academic year in which a candidate's application and/or mandatory review is to be considered, he/she will prepare a dossier (detailed below). This step must be begun early enough to ensure that relevant material is available for committee review not later than the second week of the fall semester. It is the responsibility of the candidate to assemble, package and provide all pertinent data, including required items (listed below). The review process will not be delayed to accommodate late materials.

#### STEPS AND TARGET DATES:

- |   |                                       |
|---|---------------------------------------|
| A. Candidate begins preparation of dossier:<br>review | Winter semester, 1 year before campus |
| B. Candidate nominates external reviewers:            | March 1                               |
| C. Director solicits external reviews:                | April 1                               |
| D. Dossier submitted for School review:               | August 15                             |
| E. Reviewed dossier sent to College committee:        | October 15                            |

NOTE: This calendar assumes that materials and recommendations are to be at the Provost's office by December 1. If this policy is changed, the Committee shall be responsible with revising the schedule. Adequate time intervals will be maintained to insure careful review. If the target date falls on a weekend, the due date is the Friday before the weekend.

#### ELEMENTS OF REVIEW:

The dossier submitted to the Committee shall follow the outline designated in the Provost's annual "Call for Promotion and/or Tenure Recommendations."

#### EXTERNAL REVIEW:

The procedures for external review described in the Provost's annual "Call for Promotion and/or Tenure Recommendations" will be followed.

External evaluations will be part of the dossier available to the committee. In the event of an appeal, the candidate may be informed in summary fashion of the content of these evaluations, but the letters themselves shall remain confidential.

### COMMITTEE PROCESS

Members of the Committee, after review of the applicant's dossier, shall vote separately by secret ballot on recommendations for promotion and tenure. A record of the number of positive and negative votes and abstentions shall be kept along with any written recommendation(s) the committee makes. The record and recommendations shall be forwarded within three working days to the Director and the candidate. Only Members of the Committee holding the rank which the applicant is seeking are eligible to review the complete dossier, including external review letters, participate in deliberations and vote on an applicant.

### APPEALS

A candidate has the right of appeal and may appear in person before the tenure committee to present her/his case. The candidate may also file a written exception to a committee and/or administrative recommendation which becomes a permanent part of the record. All appeals procedures as outlined in the University of Missouri Faculty Handbook remain in force.

### MENTORSHIP

Although not required, junior faculty are encouraged to seek a mentor among the senior faculty who can offer guidance in developing the required materials and in preparing for the promotion/tenure process. The mentor is not an advocate for the candidate and should not be expected by the candidate to act in that fashion.

### PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

Because tenure has consequences of long life and great magnitude, it will be awarded only when the best interest of the School of Social Work and the University of Missouri is clearly served by doing so. This is the overriding criterion.

Promotion to associate professor will be supported only if an individual shows real promise that he or she will become a leading scholar and teacher with national recognition. That promise should be supported by tangible, developing evidence (Refer to Criteria for Appointment and Promotion of Tenured and Tenure Track below).

### PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR

Promotion from associate professor to full professor should be based upon the associate faculty person's fulfillment of the promise of obtaining stature in the field as a scholar of national and/or international. Among other indicators of national or international stature, outside review letters are considered crucial in this process.

## **Criteria for Appointment and Promotion of Tenured and Tenure Track Faculty**

Document established 1999 by faculty vote. Revised by faculty vote 2004. Established as criteria for Post-tenure review by faculty vote Fall 2004 to be effective Winter 2005,  
Revised 2020 and adopted by faculty vote on February 14, 2020

The mission of the School is carried out through faculty activity in the areas of research and scholarship, teaching, and public service and services to the School and the University.

### **GENERAL CRITERIA:**

- Faculty productivity is expected in all three areas for tenure track faculty.
- In each area, performance should demonstrate quantity, quality and relevance.
- The faculty member's record should demonstrate a specific and identifiable area(s) of expertise (i.e., special competence). The development of this area of expertise implies movement toward and the achievement of national stature.
- It is expected that the faculty member's performance in all three areas should demonstrate a relatedness to social work and social welfare. Relevance is assessed primarily from the perspective of demonstrated relatedness and/or application of the activity to practice and policy issues.
- Faculty performance that demonstrates integration and relatedness of research, service, and teaching is particularly valued.

## RESEARCH AND SCHOLARSHIP

The faculty of the School of Social Work is committed to excellence in knowledge building. The creation and dissemination of social work knowledge is the primary indicator of satisfactory scholarly activity in social work.

### Definition:

Activities in this section include research/publication and/or scholarly activity pertaining to the publication, or other means of dissemination, of any form of study, investigation, compilation or analysis; empirical or not, quantitative or not, theoretical or not; that has the pursuit, dissemination and/or application of knowledge as its primary objective. Hereafter, in this section, simply called research and scholarship.

### Research

Research quality is indicated by:

- Peer review
- Academic rigor (i.e. methodological and conceptual soundness)
- Demonstrated impact (e.g., journal impact factor scores)
- Breadth of dissemination
- Contribution to the cumulative knowledge base of the profession (e.g., # of citations)
- The origination/stimulation of other knowledge building activities
- Innovativeness/creativity in conceptualization and/or method
- Status of publication arena or origin of distribution
- Research awards, grants, and proposals
- Cross-disciplinary/team science/collaborative work
- Ranking of scholarly products:
  1. journal articles
  2. books/published monographs
  3. book chapters
  4. edited volumes
  5. technical reports
  6. computer software/media products
  7. published proceedings
  8. published book reviews
  9. published comments

Additional indicators of status as a scholar include (not ranked in order).

1. journal editorship
2. editorial board membership
3. journal reviewer
4. invited address at professional meetings
5. peer reviewed conference papers
6. professional research honors or awards (e.g., SSWR, CSWE, GADE)

### Relevance

Research Relevance is indicated by:

The faculty is expected to generate and disseminate knowledge of importance related to social welfare policy and services, social work practice theory and the practical demands of service to clients. The relevance of a product is also evaluated on the basis of its publication in a journal or source abstracted by Social Work Abstracts and/or its content being covered in the Encyclopedia of Social Work and/or other criteria established by the faculty (Revised by Faculty Fall 2004).

### Quantity

Research Quantity is indicated by:

It is impossible to fix rigid quantitative minimal criteria for an acceptable standard of performance. However, it is expected that a mature scholar will continuously publish and will publish sufficiently in a particular area (i.e. have a line of research) so as to achieve national stature in that area. While collaboration is encouraged, faculty will be evaluated according to their ability to identify/differentiate their own unique scholarly contribution.

## **TEACHING**

Excellence in teaching is basic to the School's emphasis on service to the people of Missouri.

### Definition

Teaching activities include all on-campus courses and all online education activities off-campus whether in organized classes or in informal educational contacts on a credit or non-credit basis. Field liaison, student advising, and participation in student research/thesis/dissertation committees are all defined as teaching. Chairing doctoral dissertation committees should fall on the shoulders of already tenured faculty members.

### Quality

Teaching quality may be indicated by:

- currency of bibliography and readings
- integration of own research into teaching
- rigor of assignments
- demonstrated impact
- performance of students
- systematic student evaluation
- systematic peer review
- pre and post test examination
- evidence of creative contribution to course and/or curriculum development
- evidence of scholarly achievements related to the candidate's teaching program (e.g., teaching awards, publications)

### Relevance

Teaching Relevance may be indicated by:

- generate new directions for policy, practice and research

- appropriately reflect accreditation requirements when teaching a course with accreditation provisions.
- evidence of reflecting the current progression of knowledge in the field
- reflect the values and the historic development of the social work profession
- provide students with sufficient skill to enable them to function in social work positions effectively and to develop increasing competence throughout their careers
- interdisciplinary instructional activities

### Quantity

Teaching quantity may be indicated by:

Quantity may be indicated by the number of activities, type of activities, and the number of students involved. However, this recognizes that the number of activities a faculty member is responsible for is a function of the total assigned responsibilities and evaluation will reflect the work load negotiated to mutual agreement between the faculty member and the Director. Per an academic year, 12 credits with a minimum of 180 credit hours are expected for TT/T faculty, and 24 credits with a minimum of 360 credit hours are expected for NTT teaching and clinical faculty.

## **SERVICE TO THE PUBLIC AND THE UNIVERSITY**

### Definition

The faculty is committed to serving the public and the profession. This commitment is demonstrated through activities which serve the public interest, social welfare agencies and their clients, and professional organizations at the international, national, state and local levels. Public and professional service activities include research, consultation, clinical service, and membership on boards or committees, public testimony, and social action. Service activities to the School and the University include committee leadership and membership, special administrative assignments, grant proposals submitted, and representing the School and/or the University at special events or meetings.

### Quality

Quality may be indicated by:

- contribution based on one's research
- congruence with the faculty member's teaching
- documented impact on practice or policy
- documented impact on a professional organization
- evidence of enhancement of the visibility of the School on campus and outside the university
- maintain and enhance the functioning of the School
- result in additional resources for the School and the University
- recognition given to the faculty member or the school as a result of the activity
- invitation to serve as reviewer for highly regarded journals
- invitation to serve on board/committee at national or international professional societies

### Relevance

Relevance may be indicated by:

- evidence that the activity was conducted within or related to social welfare, social work or a professional organization or issue.
- based upon the faculty member's special knowledge and expertise.
- service to the School such as committee work, administrative assignments etc. are by their very nature relevant.

### Quantity

Quantity may be indicated by:

- number, type and extent of activities performed

Committee and/or other service assignments should not constitute more than 20 percent of the non-tenured faculty member's time. Non-tenured faculty spending more than 20 percent of their time do so with the understanding that they may not be able to meet the research and/or teaching requirements of the School and the University. Service activities may not be used to compensate or to substitute for other requirements.

### **Early Promotion with Tenure**

The CRR states "Recommendations for promotion and/or tenure before the sixth year should be rare and restricted to truly exceptional cases. Early recommendations for promotion and/or tenure should not be made primarily on the basis of market conditions which make it appear that a faculty member might accept an offer elsewhere." In unusual cases, a recommendation may be made primarily on "a truly exceptional" record in both research and teaching. The evidence must show clearly that the candidate is one of the very best in her or his area. The candidate's achievements should add visibility and distinction to the School.

### **Process for Candidates with a Joint Appointment**

The CRR states: "If the candidate holds a joint appointment between two departments or schools or colleges, the primary department, school or college (University of Missouri, Collected Rules and Regulations 320.080) bears the responsibility for recommendation for promotion in academic rank or award of continuous appointment. However, the non-primary department, school or college may prepare a recommendation which shall be included as part of one file pertaining to promotion or continuous appointment under the direction of the primary department."

# **Criteria for Appointment and Promotion of Ranked Non-Tenure Track Faculty**

**Adopted: by faculty vote on October 26, 2018**

## **Introduction**

In keeping with the University System's Collective Rules and Regulations, this document applies to all non tenure track faculty, regardless of funding source who seek Professional Track appointments at the rank of Assistant Professor, Associate Professor, or Professor, and the promotion of individuals from a Professional Track Assistant Professor level to Professional Track Associate Professor, or from a Professional Track Associate Professor level to Professional Track Professor. Specifically, this document addresses the appointment and promotion of individuals in non-tenure track, ranked academic positions in the School of Social Work at the University of Missouri-Columbia.

These positions typically entail emphasis in one of two areas: Teaching or Research. Within Teaching, the designation of Clinical may also be used for faculty who teach direct practice courses. Specifically, this document applies to individuals whose titles include an opening designation of the position focus (i.e., Teaching or Research) and then one of three academic faculty levels (Assistant Research, Teaching, or Clinical Professor; Associate Research, Teaching, or Clinical Professor; Research, Teaching, or Clinical Professor).

The initial appointment to a Professional Track academic appointment is very important to both the candidate and the School of Social Work. Specific job responsibilities and appropriate expectations should be explicitly stated in a written job description developed by the candidate's direct supervisor in conjunction with appropriate faculty input. The Professional Track appointee is a member of a larger faculty which has a mission of social and economic justice. Candidates for these positions should be familiar with the mission of the School, its relationship to the land-grant history of the University of Missouri-Columbia, and the guidelines and criteria associated with Professional Track academic appointments outlined in this document. These guidelines and criteria are critical both to the initial appointment and to promotion applications.

## **Part I: Characteristics of Professional Non Tenure Track Faculty Academic Positions**

### **Major Attributes:**

For all ranks, a faculty member may be appointed as a Research Professor, Teaching Professor, or Clinical Professor. Clinical is used to designate faculty members whose primary responsibility is the preparation of professional clinicians, the provision of clinical services, and/or teaching clinical skills in the classroom setting.

### **Professional Non Tenure Track Assistant Professor**

The candidate for a Professional Non Tenure Track academic position at the rank of assistant professor will hold an earned doctoral degree or the appropriate terminal degree, or have sufficient professional experience so as to warrant appointment at this level. The candidate will be self-motivated and demonstrate the potential for leadership and creative abilities. Evidence of the candidate's abilities is to be demonstrated in the candidate's resume, portfolio/dossier, reference letters, and/or interviews. The candidate must show potential for excellence in teaching or research, designated by the position title, as well as in other dimensions related to the candidate's position (i.e., assigned administrative duties) as described in a detailed job description.

### **All Professional Non Tenure Track Assistant Professor Appointments include:**

- Potential to make significant contributions to the profession.
- Potential to work collaboratively with professional colleagues.
- Potential for recognition as a leader in the profession.
- Potential to make significant contributions to the School of Social Work, The University of Missouri and the community.

### **Teaching - Assistant Teaching Professor**

- A potential for growth and excellence in teaching based on the candidate's resume, portfolio/dossier, reference letters and/or interviews.
- The ability to communicate clearly and the potential for growth in the communication of complex ideas.
- The potential for growth in the ability to produce effective learning support materials in the form of course development, state-of-the-art delivery systems, curricula development, and/or teaching scholarship.
- Evidence of potential effectiveness in the advisement of students and student organizations relevant to the candidate's position.

### **Teaching – Assistant Clinical Professor**

In addition to the Assistant Teaching Professor criteria, the candidate must have:

- A minimum of 2 years of direct clinical experience as required by the accrediting body, CSWE.
- Evidence of the ability to incorporate relevant and current direct clinical experience in curricula development and implementation.

### **Research -Assistant Research Professor**

- Evidence of quality in research and potential for continued development in research.
- Evidence of potential to relate research findings to other areas.
- Potential for contribution to the productivity of other faculty.
- Evidence of ability to produce publishable work, including refereed articles, books, video files, audio files, public presentations, computer programs, or other appropriate delivery channels for scholarly work.

- Potential to secure extramural funding or other resources to support an independent research program.

### **Major Attributes:**

#### **Professional Track Associate Professor**

The candidate for a Professional Track academic position at the rank of associate professor will hold an earned doctoral degree or the appropriate terminal degree, or have demonstrated equivalent professional experience and competence. The candidate will be self-motivated and will have demonstrated leadership and creative abilities. Evidence of these characteristics is to be demonstrated in the candidate's resume, portfolio/dossier, and/or reference letters. The candidate must show evidence of developing excellence in the area (Teaching or Research) designated by the position title, as well as in service and professional dimensions related to the candidate's area of specialty and position (i.e. assigned administrative duties) as described in a detailed job description.

#### **Teaching – Associate Teaching Professor**

- Demonstrated effectiveness of teaching based on the assessment of students and peers.
- Demonstrated production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, teaching scholarship, workbooks, guides or textbooks, and/or other products.
- Demonstrated creativity in the form of the development or application of new teaching techniques, delivery systems and learning approaches to current subject matter.
- Demonstrated pursuit of excellence in the improvement and development of teaching competence.
- Demonstrated use of teaching materials incorporating current and appropriate research.
- Evidence of collaboration and cooperation with professional colleagues.
- A record of advisement of undergraduate, graduate, and/or postdoctoral students, and student organizations appropriate to the School, position, and standing.

#### **Teaching – Associate Clinical Professor**

In addition to the Associate Teaching Professor criteria, the candidate must have:

- Based on prior clinical experience, demonstrated effectiveness in teaching clinical courses based on the assessment of students and peers.
- Demonstrated use of teaching materials incorporating current evidence based direct clinical approaches.

#### **Research – Associate Research Professor**

- Evidence of state and regional recognition as a leader in the profession.
- Evidence of excellence in research and promise of continued growth.
- Evidence of creative and significant contributions to the profession.
- Demonstrated ability to produce published works, including refereed articles, books, films, video tapes, audio tapes, computer programs, public presentations, or other appropriate delivery channels for scholarly work.

- Demonstrated ability to secure extramural funding or other resources to support an independent research program.
- Evidence of contribution to the research of colleagues.

### **Major Attributes:**

#### **Professional Track Professor**

The candidate for a Professional Track academic position at the rank of professor will hold an earned doctoral degree or the appropriate terminal degree or have demonstrated equivalent professional experience and competence. The candidate will be self-motivated and have a sustained record of leadership and creative abilities. Evidence of these characteristics is to be demonstrated in the candidate's resume, portfolio/dossier, and/or reference letters. The candidate must show sustained excellence in the area (Teaching or Research) designated by the position title, as well as in service and professional dimensions related to the candidate's specialty area and position (i.e. assigned administrative duties) as described in a detailed job description. These requirements include:

- National recognition as an expert in field of specialization.
- Active involvement in national/international and professional/scientific societies.
- A record of ancillary activities showing disciplinary recognition of stature, including service on professional committees or panels, participation in program or application reviews, consultation with regional or national organizations, or other appropriate activities.
- Developed linkages with national/international scientists and institutions, as well as undertaken international experience, as is appropriate to position and field.
- A record of excellence in contributions to service. This service may be in the form of activities in areas outside of the candidate's position emphases (e.g., teaching by candidates in research positions or research by candidates in teaching positions).
- A record of sustained service in response to requests to serve on appropriate committees.
- A record of excellence in providing information to the public as appropriate to position.
- A record of excellence in cooperation with agencies and constituencies meeting public needs.

#### **Teaching - Teaching Professor**

- Record of sustained recognition by students and peers as a stimulating, inspiring, and effective teacher.
- Demonstrated sustained use of current and appropriate scholarship in the field.
- Produced a body of work demonstrating excellence in the production of effective learning support materials in the form of course development, improved teaching techniques, state-of-the-art delivery systems, curricula development, scholarship, workbooks, guides or textbooks, and/or other products.
- A record of effective and sustained advisement of undergraduate, graduate, and/or postdoctoral students, and student organizations, as appropriate to the School, position and standing.
- A record of initiative and involvement in curriculum improvement.
- A record of having applied innovative approaches to educational experiences.

## **Teaching – Clinical Professor**

In addition to the Teaching Professor criteria, the candidate must have:

- National recognition as master clinician who serves as a role model for students and other faculty members. They should be sought after for their clinical expertise.

## **Research - Research Professors**

- Conducted research and produced research products recognized as significant by nationally and internationally-known experts in the specialty area of the candidate.
- Sustained production of published works, including refereed articles, books, films, monographs and series publications, films, video tapes, audio tapes, computer programs, public presentations, or other appropriate delivery channels for scholarly work.
- Where appropriate, ability to secure extramural funding or other resources to support an independent research program.
- Where appropriate, ability to work on collaborative research projects with colleagues.

## **Part II - Promotion of Professional Non Tenure Track Faculty**

Part II is a discussion and listing of the areas of consideration in promotion of Professional Non Tenure Track academic appointments to levels of associate professor and professor and the time line associated with each promotion.

The decision to apply for promotion by Professional Non Tenure Track faculty members is an elective one. There are no established or rigid timetables for promotion of Professional Non Tenure Track academic appointments because applications for promotion depend on individual accomplishments, situations, and the desire to seek promotion.

There are no minimum or maximum limits on the number of times that an appointee may enter into the promotion review process. It is expected, however, that only candidates with at least reasonable chances for promotion and the approval of the School will ask for review. In many cases, the pre-promotion review will be a significant indicator of an applicant's progress toward promotion.

A recommendation to accept or deny the promotion application of a Professional Track academic appointment carries no automatic rewards (apart from change in title) or penalties.

### **Promotion: General Considerations**

The Professional Non Tenure Track academic appointee will anticipate and prepare for advancement to the levels of Professional Track associate professor and professor at the University of Missouri. To this end, the School of Social Work's faculty and administration expect appointees to compile evidence of their activities, productivity, creativity, and professional development. The review for promotion is one of the mechanisms for demonstrating

these achievements.

It is critical that Professional Non Tenure Track faculty members provide comprehensive documentation of their position, including letter of appointment and initial position description, communications detailing changes in position responsibilities, and any other statements regarding expected performance. The duty assignments for each appointee are agreed to by the Director at the time of hiring, documented in writing, and reviewed annually. Redefinitions of these assignments will normally be documented in the annual evaluations by the unit leader.

Evaluation of the candidate's application for promotion is normally focused on one of the areas of appointment—teaching or research, as well as related service and professional activities. In cases where Professional Non Tenure Track candidates have an official split appointment, evaluation will be apportioned to areas as relevant to the candidate's appointment. A faculty member to be considered for promotion in a Professional Non Tenure Track academic position should have demonstrated professional excellence in the specific area(s) of assigned responsibility. Accomplishments in service and professional activities related to one's position and job description, while insufficient in themselves for promotion, are necessary adjuncts to the work of Professional Non Tenure Track academic appointments.

In promotion considerations, the total contribution of the faculty member to the mission of the School over a sustained period of time is to be taken into consideration.

Professional development in the form of a renewal experience is recommended prior to promotion to the level of full professor in a Professional Non Tenure Track position. Appropriate international experience is understood as a possible component of that renewal process.

### **Teaching Appointments**

An effective teacher communicates, stimulates, and innovates. An effective and productive teacher actively seeks to improve teaching methodology, develops new courses where appropriate, adopts appropriate new media, and demonstrates a sustained effort toward the improvement of teaching. Such a teacher over time will have a record of keeping up with relevant and current instructional techniques and subject matter developments. The mature practitioner usually will have published workbooks, guides and/or textbooks, and/or produced educationally-based media materials such as films, video presentations, and/or computer programs. Teachers are also expected to demonstrate a successful record of advising of undergraduate, graduate, and/or postdoctoral students relevant to the teacher's areas of interest, appointment, and academic standing.

### **Research Appointments**

Professional Non Tenure Track research faculty members are expected to undertake creative efforts leading to the advancement of the profession through scholarly research, publications, and other activities. The quality and quantity of creative work, as well as its contributions to society and the professional community, are at issue.

The body of work should demonstrate a sustained, high quality, scholarly effort. The mature practitioner should have a sustained record of securing extramural funding or the resources to support a research program.

### **Part III - Promotion Process for Professional Track Faculty**

Part III details the promotion process of Professional Non Tenure Track academic appointees in the School of Social Work.

The School of Social Work's Promotion and Tenure Committee will be the reviewing body for requests for promotion and tenure under these guidelines. An individual seeking promotion must notify the School's director of her/his intent to seek promotion not less than six months before presenting her/his materials. The Director will, in turn, notify the Promotion and Tenure Committee Chairperson. The School's Promotion and Tenure Committee will be augmented for the purposes of reviewing applications for promotion by persons holding the Professional Non Tenure Track Academic rank for which the applicant is seeking. Such persons can be both internal and external to the School of Social Work.

The promotion and Tenure Committee's findings will be communicated to the applicant and the Director of the School in form and will include a record of the vote taken. This information will be forwarded to the appropriate college and/or campus committee for further review.

The procedure for promotion begins with the assignment of responsibility at the time of the initial appointment. Faculty members should begin building a portfolio and/or dossier from the start of employment. As discussed in Part II, it is critical that candidates maintain a record of all official letters, annual reviews, and other documents relevant to their position and responsibilities.

#### **Pre-promotion review**

A pre-promotion review is available to all Professional Non Tenure Track faculty seeking promotion to either Associate Professor or Professor status. This review is required, for Professional Non Tenure Track appointees seeking promotion to the level of Associate Professor or for candidates for the position of Professor. It is an especially useful mechanism for candidates seeking promotion from the Assistant to Associate level. There is no required timing for the pre-promotion review; it is suggested that such reviews are most useful one -three years prior to the intended year of promotion application.

The review is intended to serve as an indicator of a candidate's progress toward promotion and to identify potential areas for additional attention on the part of the applicant. A successful pre-promotion review does not guarantee approval in a formal promotion review. An applicant's portfolio or dossier for pre-promotion review will be prepared using the same guidelines as those for promotion, except that no special outside evaluations or reviews will be initiated solely for the purpose of a pre-promotion review.

Candidates will be kept informed of the status of their candidacy during each step of the promotion process. In case of a negative recommendation, the candidate has the right to a hearing before the body/authority that made the negative judgment. In cases of a continued negative judgment, the candidate has the right to appeal to the next higher authority or body in the promotion process as specified by university policy.

### **Peer and External Reviews**

Peer teaching reviews are essential components of the promotion process and a critical part of the dossier/portfolio. Peer external reviews are only required for promotion from Associate Professor to Professor.

### **All appointments**

High value is placed on reliable and objective assessments of the quality of the candidate's performance in his/her assigned area(s). In undertaking peer and external evaluations, keep in mind the following:

- Avoid the selection of former mentors or classmates as evaluators. The candidate and unit leader should select referees of reliable objectivity.
- The Director or the Chair of the School's Promotion and tenure committee should initiate requests for letters from referees. A copy of request letters will be placed in the candidate's portfolio/dossier.
- Evaluators should be encouraged to restrict themselves to concise statements of the significance and quality of the candidate's contributions. These considerations have proven to be particularly useful to those evaluating the portfolio/dossier and, ultimately, the candidate.
- Personal familiarity of referees with candidates and their work is necessary when, for example, detailed descriptions of teaching innovations and techniques are at issue.
- Candidates should indicate by signature whether they waive the right of access to the letters of recommendation by outside reviewers.

### **Teaching appointments**

It is imperative to document teaching performance and to provide evaluations (self, student, and peer) of teaching effectiveness. Procedures used to evaluate the impact of learning are also encouraged, including results from surveys which measure the impact and hence the outcome of the teaching efforts of the candidate. Other evidence might include awards, exceptional recognition from students, and evidence of students' success.

For promotion considerations, the portfolios of applicants for the title of Associate Teaching Professor must include formal peer evaluations conducted by qualified individuals from the School of Social Work. Applicants for the title of Teaching or Clinical Professor must include peer evaluations by qualified individuals external to the School. Because effective peer evaluations require a long period of time for planning, implementation, and completion, it is required that the Director initiate this process one year before the planned date for submitting the promotion application.

Peer evaluation processes will be developed by the School of Social Work. Suggested guidelines are available from the MU Teaching for Learning Center. Peer evaluations should, as a minimum, include visits to the candidate's classroom or place of instruction and assessment of teaching strategies, materials, and performance. It is often very useful to have visits by at least two faculty observers for each of several courses or presentations.

Surveys or interviews with students and alumni of the candidate's classes can also be included as part of the candidate's evaluation.

The goal of peer evaluations is to obtain qualified and comprehensive evaluations of the candidate's teaching. Peer evaluations should represent an independent and objective assessment of the candidate's accomplishments relative to teaching promotion criteria. Evaluations should be solicited from individuals who can assess the candidate's completed and active courses, materials, strategies, and related activities in an impartial, informed, and objective way. Evaluators should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate. Letters soliciting external evaluation must be impartial in their requests and ask for an in-depth analysis of the candidate's performance. The qualifications of the teaching evaluators will be provided in the portfolio so that committees considering the candidate will have a basis from which to judge statements made in the evaluation.

### **Research appointments**

External letters of evaluation of a candidate's research are critical components of the dossier for applicants for promotion to either Associate Research Professor or Research Professor. By September 1 (and preferably earlier) of the academic year in which a candidate will submit a promotion application, the Director will begin to solicit external evaluations on behalf of the candidate. External reviewers are chosen in consultation with the candidate and, often, the School's Promotion and Tenure Committee.

The goal of external evaluations is to obtain qualified and comprehensive evaluations of the candidate's research programs and productivity. Letters will be solicited from referees that can comment in an impartial and objective way on the nominee's completed and current research, scholarly performance, and professional stature. Each external letter should represent an independent and objective assessment of the candidate's accomplishments relative to promotion criteria. External referees should preferably be at Carnegie Research I institutions, peer land grant institutions, government agencies, or research organizations of national or international stature. These referees should be nationally recognized for their work. They should not represent any "conflict of interest" (e.g., former advisor, close friend) with the candidate and, in most cases, they should hold the rank of Professor (or its equivalent). Letters soliciting outside evaluation must be impartial in their requests and ask for an in-depth analysis of the candidate's performance and stature. The qualifications of the referees must be provided in the dossiers. This is necessary so that committees considering the candidate will have a basis from which to judge statements made by designated referees on behalf of the candidate.

## **Part IV - The Promotion Portfolio/Dossier of Professional Non Tenure Track Faculty**

### **Portfolio/Dossier Documentation**

Clarity in the presentation of the portfolio/dossier is critical to the successful completion of the promotion process because the written documentation represents the candidate in the review process at the School and College levels.

The format for promotion portfolios/dossiers has evolved through the years. The uniqueness of each candidate is important and, therefore, each candidate's portfolio/dossier will differ. The portfolio/dossier will comprehensively review the candidate's activities and accomplishments. It

will contain evaluations of an individual's performance in the appropriate area of emphasis as well as professional and service activities relevant to the individual's assignment.

There are important features that candidates should represent in their portfolio or dossier. The discussion below is intended to help guide the Professional Track applicant for promotion by emphasizing those materials that the candidates themselves will accumulate and present.

### **Assembling the Portfolio/Dossier**

The portfolio/dossier is assembled by the candidate with the advice of a mentor, the Director, or the School's Promotion and Tenure Committee. In most cases Teaching Professional Non Tenure Track faculty will focus on compilation of a promotion portfolio while Research faculty will generally prepare a promotion dossier. Teaching faculty may include information on research activities in their portfolios and Research faculty may include teaching activities in their dossiers.

### **Teaching Portfolios**

Candidates will develop their teaching portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. The MU Teaching for Learning Center is one good source of information about constructing teaching portfolios. It is recommended that prospective candidates for appointment begin thinking about their portfolios as soon as they begin their positions at MU and that they accumulate portfolio materials over time. Waiting for the year of one's promotion review to begin construction of a portfolio may result in less effective and comprehensive documentation of teaching performance.

The components of individual portfolios will vary between individuals and appointments. Most portfolios typically contain variants of the sections listed below (with representative types of materials for each section):

- I. Teaching/Instruction Responsibilities (including instruction activities, courses and titles, frequency of instruction, enrollment statistics, information about students/clients, newly-designed instructions)
- II. Teaching/Instruction Philosophy and Goals (including statements on learning and teaching)
- III. Representative Instructional Materials (including syllabi, program outlines, curriculum, handouts, assignments, delivery methodologies, problem sets, study guides, written plans, visual aids, descriptions of non- print materials and field demonstrations/trips)
- IV. Evaluations of Teaching/Instruction (including summaries of standardized student or participant evaluations, unsolicited letters of evaluation, observation reports, peer evaluations)
- V. Teaching/Instruction Scholarship (including materials development, improved instructional techniques, state- of-the-art delivery systems, applied research demonstrations, workbooks and guides, reports and publications on teaching/instruction/applied research/demonstrations)

- VI. Awards and Honors (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the recognition)
- VII. Advising, Service, and Professional Activities (including service in curriculum and program development, supervising and advising, cooperative work with student and clientele groups and organizations, internship supervision, participation in associations, editorial or other responsibilities, organization of professional activities)
- VIII. Improvement Activities Undertaken (including participation in workshops and meetings on instructional improvement, grants and support for delivery and instructional improvement)

### **Research Portfolios**

Candidates will develop their research portfolios in consultation with their supervisor, mentor, and other knowledgeable individuals. The components of individual dossiers will vary between individuals and appointments. Most dossiers typically contain variants of the sections listed below (with representative types of materials for each section). Publications, reprints and books are not to be forwarded with the portfolio/dossier for review, but will be available upon request.

- I. Narrative Summary of Accomplishments (including a summary of research interest areas, research activities)
- II. Lists of Books, Refereed Journal Articles, and Other Refereed Publications (including contribution of the candidate to scholarly activity for jointly-authored items, comments on the stature of the journals and publications in which items appear, and whether a work has appeared in print, or has been accepted [i.e., "in press," in which case documentation of acceptance should be provided in the Appendix])
- III. List of Other Publications, e.g. abstracts, proceedings, bulletins and non-referred publications (including estimated percent of the contribution of the candidate to jointly-authored items, comments on the stature of publication sources, and whether an item has appeared in print, or has been accepted (i.e., "in press," in which case documentation of acceptance should be provided in the Appendix).
- IV. Placement of Scholarly Works Table (including names of presses and journals, number of publications in each, rate of acceptance of submissions for each source)
- V. Extramural and Grant Support (including details on acquired funding and other resources, sources of support, number of years, salary coverage, salary and other resource support for graduate students and postdoctoral students, competitiveness of funding sources)
- VI. Awards and Honors for Research Activity (including explanations of honors and awards, factors contributing to the candidate's selection for the recognition, the sources of recognition, and the nature of competition for the award or honor)

- VII. Service and Professional Activities (including summary of amount and quality of activities and contributions, participation in associations, editorial or other responsibilities, organization of professional activities)

**General points for all portfolios/dossiers**

- Portfolio/dossiers will generally not exceed 25 pages. Letters of reference and qualifications of referees, applicant vita or resume, and all appendix materials are not included in this total.
- Portfolios/dossiers need to show evidence that the work being evaluated represents several years of effective and sustained achievement in the candidate's assigned area of responsibility.
- Verification of the professional standing and qualifications of the individuals providing letters of recommendation must be provided. The appendix of the portfolio/dossier is an appropriate place for such information.
- Innovation and creativity in teaching, advising, national and/or international experiences and service are highly regarded attributes that distinguish the active, imaginative faculty member from others. Innovative and creative efforts will be documented and described in the appropriate categories within the applicant's portfolio/dossier.
- Updating of information in the dossier/portfolio will continue as needed as it moves through the review process.