School
of Social Work
PORTLAND STATE UNIVERSITY

SCHOOL OF SOCIAL WORK
SCHOLARLY AGENDA, PROMOTION, TENURE, MERIT, AND PEER REVIEW GUIDELINES

Portland State University
February 13, 2017

Amended by the PSU SSW Faculty to incorporate new guidelines for the peer review process on April 20, 2001.

Amended by the PSU SSW Faculty to incorporate structural adjustments to the PTM Committee on May 15, 2009.

Amended by the PSU SSW Faculty to incorporate research professor ranks, professor of practice ranks, and instructor ranks and to reflect earlier approved changes to PTM Committee, April 2015.

Amended by the PSU SSW Faculty to incorporate recommendations from OAA, AAUP, and PSU SSW Faculty, November 2015

Amended by the PSU SSW Faculty to incorporate further recommendations from OAA and PSU SSW Faculty, February 2017

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SCHOOL OF SOCIAL WORK SCHOLARLY AGENDA, PROMOTION, TENURE, MERIT, AND PEER REVIEW GUIDELINES

I.   Introduction

The School of Social Work Promotion, Tenure, and Merit (PTM) Committee is responsible for all annual, promotional, benchmark, multi-year, and tenure reviews of tenure-track, non-tenure track instructional faculty (professor of practice ranks), and research faculty (research assistant professor, research associate professor, and research professor) (See PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2018). This responsibility extends to professors of practice from the Regional Research Institute for Human Services and the Center for the Improvement of Child and Family Services. In years when merit funds are available, the Committee reviews faculty applications for merit funds, as per PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (dated June 25, 2018).

This document provides an overview of PTM Committee procedures and processes and guidelines for faculty who are preparing for promotion/review. The guidelines are provided for faculty in tenure track and non-tenure track research and instructional appointments (including research, instructor, and professor of practice ranks) to prepare for annual, periodic, and promotion and/or tenure reviews depending on the nature of their appointment and the terms of their contract with the University. Research assistants and research associates are reviewed according to guidelines (p.42) and Appendix 1 of this document. Adjunct Faculty and Academic Professionals are reviewed according to the guidelines (p. 48) and not governed by the PTM Committee, but by Program Directors and the Dean.

These guidelines are derived from the PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (2018) and are designed to address the responsibilities and accomplishments of faculty members in all programs of the School of Social Work including the Regional Research Institute for Human Services and the Center for the Improvement of Child and Family Services. While the expectations of faculty activities and accomplishments vary by faculty category (tenure track, non-tenure track research and instructional) and contract terms, the guidelines here are intended to be general enough to provide a framework for faculty members to highlight their unique configuration of contributions and accomplishments. Scholarly accomplishments in the areas of research, teaching, and community outreach all enter into the evaluation of faculty performance.

Scholarly profiles will vary depending on individual faculty members' areas of emphasis. The weight to be given factors relevant to the determination of promotion, tenure, and merit necessarily varies with the individual faculty member's assigned role and from one academic field to another. However, one should recognize that research, teaching, and community outreach often overlap. For example, a service-learning project may reflect both teaching and community outreach. Some research projects may involve both research and community outreach and pedagogical research may involve both research and teaching. When a faculty member evaluates their individual intellectual, aesthetic, or creative accomplishments, it is more important to focus on the general criteria of the quality and significance of the work than to categorize the work. Peers also should focus on the quality and significance of work rather than on categories of work when evaluating an individual's achievements.

This document addresses promotion, tenure, and merit guidelines for the three groups of faculty: tenure-track and non-tenure track research and instructional. Faculty members who have questions about their specific responsibilities and achievements or who want consultation about how to prepare for a review are encouraged to seek consultation with the PTM Committee chair or to request a meeting with the committee.

These Guidelines will be distributed electronically to new faculty, along with the most current PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases Guidelines (PSU P&T Guidelines), upon their arrival at Portland State University.

SSW PTM Guidelines as Interpretation of University P&T Guidelines

SSW's PTM guidelines are an interpretation of and subordinate to the University P&T guidelines. These PTM guidelines are not effective unless and until approved by the Dean and OAA. Changes to the PTM guidelines shall not be effective unless and until approved by OAA.

II. Overview of Faculty Responsibilities and Scholarship

A. Overview of Faculty Responsibilities

The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the faculty ranks. Scholarly accomplishments, suggesting continuing growth and high potential, can be demonstrated through activities of:

- Research, including research and other creative activities,
- Teaching, including delivery of instruction, mentoring, and curricular activities, and
- Community outreach.

All faculty members should keep abreast of developments in their fields and remain professionally active throughout their careers. At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the school and of the University. School of Social Work faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the school and of the University.

Effectiveness in teaching, research, or community outreach, when it is part of a faculty member's responsibilities, must meet an acceptable standard as determined by the faculty in each unit and approved by the University. In addition, each faculty member is expected to

contribute to the governance and professionally-related service activities of the University and school/college as appropriate. All tenure-track faculty have a further responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s).

B.   Scholarly Agenda

1. Individual Faculty Responsibility

The process of developing and articulating one's own scholarly agenda is an essential first step for newly-appointed faculty and is a continuing responsibility as faculty seek advancement. Each faculty member, regardless of rank, has the primary responsibility for planning their own career and for articulating their own evolving scholarly agenda (See PSU P&T Guidelines, 2018, pp. 6-7).

Each member of the SSW faculty (.50 FTE or higher) may develop and share their scholarly agenda with the Dean during the first year in appointment. It is expected that the agenda will principally reflect the disciplinary and substantive interests of the faculty member. However, the faculty member should ensure that the agenda also benefits the School, University, and profession and/or field of study.

The purpose of a scholarly agenda is not to limit a faculty member's freedom (See Academic Freedom below) nor to constrain their scholarship, but primarily to provide a means for individuals to articulate their programs of scholarly effort. The scholarly agenda needs to be specific enough to provide a general outline of a faculty member's goals, priorities, and activities, but is not a set of detailed, prescribed outcomes. A scholarly agenda:

- articulates the set of serious intellectual or creative questions, issues or problems which engage and enrich an individual scholar,
- describes an individual's accomplished and proposed contributions to knowledge, providing an overview of scholarship, including long-term goals and purposes,
- clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, or governance, and
- articulates the manner in which the scholar's activities relate to the School's mission and programmatic goals.

As a faculty member grows and develops, their scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems that engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance. The process of developing or redefining a scholarly agenda also encourages the individual scholar to interact with and draw upon the shared expertise of their departmental peers. This process promotes both individual and departmental development, and contributes to the intellectual, aesthetic, and creative climate of the department and of the University.

2. The Uses of a Scholarly Agenda

The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in their promotion and tenure documentation, but it is not required. A scholarly agenda

is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.

Scholarly agendas will be discussed to:

- recognize the individual's career development needs;
- respect the diversity of individual faculty interests and talents, and
- advance the School's mission and programmatic goals.

3. Academic Freedom

Academic freedoms for faculty are recognized in Article 12 (sec 1) and Article 18 (sec 1a) of the PSU AAUP Collective Bargaining Agreement (2015-2019), as well as the PSU Policies and Procedures for the Evaluation of Faculty for Tenure Promotion, and Merit Increases (2018). "The University recognizes the paramount importance of academic freedom in an institution of higher education and reaffirms its continuing commitment to the protection of the principles of academic freedom" (PSU AAUP Collective Bargaining Agreement, Article 12, section 1, 2015-2019).

C.   Scholarship

The term *scholar* implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship apply equally to Research, Teaching, and Community outreach (PSU P&T Guidelines, 2018).

Discovery. Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.

Integration. Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.

Interpretation. Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

Application. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of

knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes

In the following sections for Research and Scholarship, Teaching, and Service, criteria and documentation are discussed. As noted previously, the four expressions of scholarship—discovery, integration, interpretation, and application—apply to each of the aspects of scholarship.

D.   Quality and Significance of Scholarship

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure for tenure-track faculty and non-tenure track research professors. Quality and significance of scholarship are overarching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to faculty accomplishments resulting from research, teaching, and community outreach.

A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

1. Clarity and Relevance of Goals

A scholar should clearly define objectives of scholarly work and clearly states basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.

- Research or community outreach projects should address substantive intellectual, aesthetic, or creative problems or issues within one's chosen discipline or interdisciplinary field. Clear objectives are necessary for fair evaluation.
- Teaching activities are usually related to learning objectives that are appropriate within the context of curricular goals and the state of knowledge in the subject matter.

2. Mastery of Existing Knowledge

A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others, conduct meaningful research, and provide high quality assistance through community outreach depends upon mastering existing knowledge.

- As researchers and problem solvers, scholars propose methodologies, measures, and interventions that reflect relevant theory, conceptualizations, and cumulative wisdom.
- As teachers, scholars demonstrate a command of resources and exhibit a depth, breadth, and understanding of subject matter allowing them to respond adequately to student learning needs and to evaluate teaching and curricular innovation.

3. Appropriate Use of Methodology and Resources

A scholar should address goals with carefully constructed logic and methodology.

- Rigorous research and applied problem solving requires well-constructed methodology that allows one to determine the efficacy of the tested hypotheses or chosen intervention.

- As teachers, scholars apply appropriate pedagogy and instructional techniques to maximize student learning and use appropriate methodology to evaluate the effectiveness of curricular activities.

4. Effectiveness of Communication

Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience beyond the classroom, research laboratory, or field site can understand.

- As researchers and problem solvers, scholars make formal oral presentations and write effective manuscripts or reports or create original artistic works that meet the professional standards of the intended audience.
- As teachers, scholars communicate in ways that build positive student rapport and clarify new knowledge so as to facilitate learning. They also should be able to disseminate the results of their curricular innovations to their teaching peers.

Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops.

5. Significance of Results

Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. Customarily, peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts) evaluate the significance of results.

- As researchers, teachers, and problem-solvers, scholars widely disseminate their work in order to invite scrutiny and to measure varying degrees of critical acclaim. They must consider more than direct user satisfaction when evaluating the quality and significance of an intellectual contribution.
- Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholars should widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.
- As teachers, scholars can make a difference in their students' lives by raising student motivation to learn, by developing students' life-long learning skills, and by contributing to students' knowledge, skills, and abilities. Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt the approaches.

6. Consistently Ethical Behavior

Scholars should conduct their work with honesty, integrity, and responsibilities. Documentation should be sufficient to outline a faculty member's objectivity. They should foster a respectful relationship with students, community participants, peers, and others who

participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior. For example, ethical behavior includes following the human subject review process in conducting research projects and properly crediting sources of information in writing reports, articles, and books.

E.   Evaluation of Scholarship

Scholarly accomplishments in the areas of research, teaching, and community outreach all enter into the evaluation of faculty performance. Scholarly profiles will vary depending on individual faculty members' areas of emphasis. The weight to be given factors relevant to the determination of promotion, tenure, and merit necessarily varies with the individual faculty member's assigned role and from one academic field to another. However, one should recognize that research, teaching, and community outreach often overlap. For example, a service-learning project may reflect both teaching and community outreach.

Some research projects may involve both research and community outreach. Pedagogical research may involve both research and teaching. When a faculty member evaluates their individual intellectual, aesthetic, or creative accomplishments, it is more important to focus on the general criteria of the quality and significance of the work than to categorize the work. Peers also should focus on the quality and significance of work rather than on categories of work when evaluating an individual's achievements. The following discussion is intended to assist faculty in formative planning of a scholarly agenda and to provide examples of the characteristics to consider when evaluating scholarly accomplishments.

III.   Review Criteria and Documentation in SSW

The accomplishments of a candidate for review must be documented in order to be evaluated. Documentation and evaluation of scholarship should focus on the quality and significance of scholarship rather than on a recitation of tasks and projects. Each division should judge the quality and significance of scholarly contributions to knowledge as well as the quantity. In addition to contributions to knowledge, the effectiveness of teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

A.   Research and Other Creative Activities (Research)

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in research and contributions to knowledge in the appropriate field(s), as well as other professional or creative activities that are consistent with the faculty member's responsibilities. These activities may reflect one or more of the expressions of scholarship: discovery, integration, interpretation and application. Contributions to knowledge in the area of research and other creative activities will be evaluated using the criteria for quality and significance of scholarship.

The School of Social Work highly values research, and all tenured, tenure-track faculty, and non-tenure track research faculty are expected to meet an acceptable standard in research.

Research may be evaluated on the quality and significance of publications, including scholarly books, monographs, articles, presentations, and reviews in journals, and submissions of research grant proposals and awards. Emphasis will be given to articles in refereed publications and texts.

Other scholarly and creative activities and contributions to the field may take a variety of forms, such as the development of patentable/licensable intellectual property (e.g., intervention procedures or manuals, measures and assessments, software); or knowledge transfer-related activities including training, technical assistance, dissemination and implementation support. It is the responsibility of the candidate for promotion to provide the PTM committee with appropriate documentation of the quality, significance and impact of these activities and contributions.

Presentations of research papers at conferences (local, state, regional, national, international) will also be considered. Emphasis will be given to refereed presentations. Invited presentations will also be noted. Whether the individual or a co-author presented the paper should be noted.

Non-refereed publications, including books, chapters, articles, monographs, book reviews, technical reports, and software will be considered. Unpublished scholarly writings and writings in progress may also be considered. The evaluation will consider whether the individual's contributions reflect continuous engagement in research and whether these contributions demonstrate a focused program of research. Evidence of citation or use of the faculty member's research or creative contributions by other scholars may be considered. The development and publication of software will be judged in the context of its involvement of state-of-the-art knowledge and its impact on peers and others.

Contributions to the development of collaborative, interdisciplinary, or inter-institutional research programs are highly valued. Evaluating collaborative research might involve addressing both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem solving).

Honors and awards represent recognition of stature in the field when they recognize active engagement in research or creative activities at regional, national, or international levels.

Participation in disciplinary or interdisciplinary organizations and activities will be evaluated in the context of their involvement of state-of-the-art knowledge and impact on peers and others. For example, this participation might include serving as editor of journals or other learned publications, serving on an editorial board, reviewing manuscripts for journals or books, reviewing grant proposals, chairing a program committee for a regional, national, or international meeting, or providing scholarly leadership as an officer of a major professional organization. Editorship of journals or other publications, acknowledgments in the published works of other authors, and review of manuscripts for publication all represent recognition of stature in the field and are part of evidence of scholarly accomplishments.

Honors and awards for research accomplishments will also be considered.

Speeches, consultations, workshops, institutes, and the like, beyond the instruction of enrolled PSU students, shall be included under Research or Community Outreach, wherever they pertain.

B. Instruction, Mentoring, and Curricular Activities (Teaching)

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's responsibilities. "Teaching activities" are scholarly functions that directly serve learners within or outside the university, including training and curriculum development. "Student" is understood in these policies as a term including for-credit registered undergraduate, post-bacc, or graduate students, as well as participants in faculty-sponsored pre-service or inservice trainings and workshops. "Course" is understood to include formal PSU academic courses as well as training and workshop activities associated with the instructional mission of the SSW.

Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities or curricula, to draw out learners and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess learner performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching.

Teaching scholars often study pedagogical methods that improve learning. Evaluation of performance in this area thus will consider creative and quality use of innovative teaching methods, curricular innovations, and software development. Scholars who teach also should disseminate promising curricular innovations to appropriate audiences and subject their work to critical review. PSU encourages publishing in pedagogical journals or making educationally-focused presentations at disciplinary and interdisciplinary meetings that advance the scholarship of teaching and curricular innovations or practice.

The PSU School of Social Work highly values teaching and instruction, and all SSW faculty members with teaching responsibilities are expected to meet an acceptable standard in teaching.

Contributions to knowledge in the area of teaching, mentoring, and curricular activities will be evaluated using the criteria for quality and significance of scholarship. Artifacts of instruction (ie. formal student evaluations, including both quantitative and qualitative evaluations and annotated syllabi) form the basis of the review in this area. In addition, the following classroom-based and non-classroom curricular considerations may be used in the evaluation of teaching, training, mentoring, and curricular accomplishments:

- contributions to courses or curriculum development, including major course revisions and development of new courses;
- outlines, syllabi, and other materials developed for use in courses;
- the results of creative approaches to teaching and training methods and techniques, including the development of software and other technologies that advance student learning;

- the results of assessments of student learning peer review of teaching, mentoring, and curricular activities, including classroom observation;
- accessibility to students (classroom and field students);
- academic advising and dissertation/thesis advising;
- ability to relate to a wide variety of students for purposes of advising;
- mentoring and guiding students toward the achievement of curricular goals;
- the results of supervision of student research or other creative activities including theses, independent study, research practice;
- the results of supervision of service learning experiences in the community;
- contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
- teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
- grant proposals and grants for the development of curriculum or teaching methods and techniques;
- professional development as related to instruction, e.g. attendance at professional meetings related to a faculty member's areas of instructional expertise;
- honors and awards for teaching;
- contributions to the development of collaborative, interdisciplinary, and inter-institutional educational programs;
- field liaison evaluations from students and field instructors;
- student evaluations of advising;
- information about courses taught and class sizes;
- letters solicited from students, faculty, and field instructors regarding the candidate's performance;
- numbers of reading and conference courses or independent studies offered.

Responsibility for tabulating and distributing results of the standardized course evaluations and field liaison evaluations will belong to the Administration of the SSW. Faculty are responsible for retaining copies of all qualitative and quantitative course evaluations and field liaison/advising evaluations and making those available to the PTM Committee.

C.   Contributions in Governance, Professionally Related Service, and Community Outreach (Service)

1. Governance and Other Professionally-Related Service

In addition to contributions to knowledge as a result of scholarly activities, each faculty member is expected to contribute to the governance and professionally-related service activities of the School and University. Governance and professionally-related service create an environment that supports scholarly excellence and the achievement of the School and University missions.

The PSU School of Social Work values governance and professionally related service as part of all faculty roles and responsibilities. All SSW faculty members are expected to meet an acceptable standard in governance and/or professionally-related service.

Governance and professionally-related service activities include:

1. **Committee and University Service**

   Service on PSU and SSW committees are important parts of running the University. The PTM Committee may request a committee chair to evaluate the value of a faculty member's contributions to that committee. Examples of contributions to service include: contributions to governance, representing the SSW in the Faculty Senate; providing leadership in the instructional and/or research functions of the School; providing service to the faculty union; organizing faculty or student committees with the purpose of contributing to the School or University; and coordinating curriculum and its components. Letters, awards, and honors commending performance on behalf of the School or University should be included as part of reviews and materials for decisions regarding promotion, tenure, merit, and annual review.

   Faculty are expected to participate in activities devoted to enriching the intellectual, artistic, cultural, and social life of the university, such as attending commencement, serving as a graduate office representative or dissertation committee member within non-SSW departments, and serving as adviser to student groups.

2. **Community or Professional Service**

   Faculty may engage in professionally related service to a discipline or inter-disciplinary field, or to the external community. For example, a faculty member may serve the discipline by organizing facilities for a professional meeting or by serving as an officer of an organization. Other examples include membership on professional committees or task forces, representing the profession before organizations and legislative bodies, active participation in professional activities as a member of a professional organization, participating in professionally-related civic, political, and governmental activities and programs, leading workshops or institutes for professional audiences, professional services, such as consulting (consistent with the policy on outside employment), serving as expert witness for the profession, providing clinical services, and participating on boards and commissions outside the University.

Any letters, awards, or honors commending service to the profession should be submitted with materials for review or decisions regarding promotion or tenure.

2. Community Outreach

A significant factor in determining a faculty member's advancement is the individual's accomplishments in community outreach. Scholars can draw on their professional expertise to engage in a wide array of community outreach. Such activities can include defining or resolving relevant local, national, or international problems or issues.

The PSU School of Social Work highly values community outreach as part of all faculty roles and responsibilities, and all SSW faculty members are expected to meet an acceptable standard in community outreach.

Community-based activities are those tied directly to one's special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

The faculty member will identify which community outreach activities are paid, and which are unpaid consistent with the PSU Policy on Outside Employment.

Examples of community outreach include:

- elected or appointed service on professionally related civic, political, and governmental activities, such as community boards and committees;
- consultation and technical assistance to community groups and social service organizations;
- community education, in the form of speeches, television and radio appearances, lectures, workshops, and informal talks;
- active participation in groups whose concerns represent the needs and desires of the community;
- acting as advocate, spokesperson, or testifier in behalf of community groups before organizations and legislative bodies;
- serving as an expert witness;
- providing clinical services;
- service in continuing education projects and international programs outside the university;
- professional education: speeches, workshops, panels;
- service activities of a collaborative, interdisciplinary, and/or inter-institutional nature.

Community outreach may:

- contribute to the definition or resolution of a relevant social problem or issue;
- use state-of-the-art knowledge to facilitate change in organizations or institutions;
- use disciplinary or interdisciplinary expertise to help groups or organizations in conceptualizing and solving problems;
- set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes;
- contribute to the evaluation of existing practices or programs;
- make substantive contributions to public policy.

Contributions to knowledge developed through community outreach will be judged using the criteria for quality and significance of scholarship. The evaluation will consider the following indicators of quality and significance:

- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- honors, awards, and other forms of special recognition received for community outreach
- adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- substantial contributions to public policy or influence upon professional practice
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

Not all external activities are community outreach in the sense intended here. For example, faculty members who serve as jurors, youth leaders, and coaches, do so in their role as

community citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the School and the University and utilize faculty members' academic or professional expertise.

IV. Ranks

The School of Social Work Promotion, Tenure, and Merit (PTM) Committee is responsible for all annual, promotional, benchmark, multi-year, and tenure reviews of tenure-track, non-tenure track instructional faculty (professor of practice ranks), and research faculty (research assistant professor, research associate professor, and research professor) (See PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, 2018).

The following definitions of academic rank are based on the premise that a vital University depends on the active participation of all of its members. Inherent in this charge are the basic activities of research, teaching, community outreach, and governance and professionally related service. All personnel decisions will reflect the need to create and maintain a diverse faculty. The academic ranks in the faculty and the minimum criteria for each rank are:

A. Emeritus

The Emeritus rank may be awarded upon retirement in recognition of outstanding performance.

B. Tenure-Track Faculty

1. Professor

A Professor holds a tenure track position. A faculty member will normally not be considered for promotion to Professor until the fourth year in rank as an Associate Professor. Exceptions will be made only in extraordinary cases. Consideration for the promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor requires the individual to have made significant contributions to knowledge as a result of the person's scholarship, whether demonstrated through the scholarship of research, teaching, and community outreach. The candidate's scholarly portfolio should document a record of distinguished accomplishments using the criteria for quality and significance of scholarship. Research, community outreach, and governance and/or professionally related service must meet an acceptable standard, and teaching must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, promotion to the rank of a tenured professor requires the faculty member to have provided leadership or significant contributions to the governance and professionally related service activities of the School and/or University.

2. Associate Professor

A tenure track position. A faculty member will not be eligible for consideration for promotion to Associate Professor until the third year in rank as an Assistant Professor. In the usual course of events, promotion to Associate Professor and granting of indefinite tenure should be considered concurrently, in the sixth year in rank as an Assistant Professor. Exceptions which

result in the consideration for the promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Professor requires the individual to have made contributions to knowledge as a result of the person's scholarship, whether demonstrated through the scholarship of research, teaching, or community outreach. High quality and significance (see II.D) are the essential criteria for evaluation.

Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, promotion to the rank of Associate Professor requires the faculty member to have performed his or her fair share of governance and professionally-related service activities of the University.

3. Assistant Professor

A tenure track position. Appointees to the rank of Assistant Professor ordinarily hold the highest earned degree in their fields of specialization. Rare exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. In most fields, the doctorate will be expected.

C. Non-Tenure Track Faculty: Instructor Ranks

For non-tenure track faculty members whose initial date of hire was prior to September 16, 2014, see Appendix IV: Addendum for Implementation of Amended Guidelines.

1. Senior Instructor II

Normally, a faculty member will not be eligible for promotion to Senior Instructor II until the completion of the third year in rank as a Senior Instructor I at PSU. Recommendations for early promotion in cases of extraordinary achievement can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Instructor II is based on such criteria as: demonstrated expertise in the development and delivery of new instructional materials; ongoing engagement with the pedagogy of the discipline; ability to play a lead role in assessment and curriculum design; demonstrated excellence in advising and mentoring; ongoing engagement with the profession; evidence of the application of professional skills and knowledge outside the department as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one's field and, where appropriate, the community; evidence of ability to work effectively with individuals from and topics related to diverse populations; and effective participation in departmental, college/school and university governance as appropriate to assignment and contract.

2. Senior Instructor I

Normally, a faculty member will not be eligible for consideration for promotion to Senior Instructor I until the completion of the third year in rank as an Instructor at PSU. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a

sufficient reason for promotion. Promotion to Senior Instructor I is based on criteria such as: quality of instruction, as determined by classroom observation, assessment of student-learning outcomes, and review of student evaluations and course materials; expertise in the discipline, as demonstrated by activities such as ongoing revision of course materials, curricular innovations, participation in continuing education, conferences, and other professional activities; evidence of ability to work effectively with individuals from and topics related to diverse populations; and participation in departmental, college/school, and university governance as appropriate to assignment and contract.

3. Instructor

A non-tenure track faculty appointment for individuals whose responsibilities are primarily devoted to academic instruction. Such appointments include teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Normally, this appointment requires an advanced degree in the field of specialization.

D.   Non-Tenure Track Faculty: Research Professor Ranks

1. Professorial Research Appointments

A non-tenure track appointment for a faculty member who is primarily engaged in research at a level normally appropriate for a professorial rank. Ranks for these appointments are Research Assistant Professor, Research Associate Professor, and Research Professor.

Faculty in research professor ranks contribute to the field by conceiving, designing, and conducting research; by undertaking activities designed to promote the dissemination and uptake of research findings; and by making other scholarly and creative contributions to the field. Faculty in research professor ranks must have a Ph.D. in Social Work or a related field, must have the capacity to initiate and execute projects as demonstrated by Principal Investigator and Co-Investigator roles in an active portfolio of externally funded projects, and must have recognized substantive expertise and an established record of scholarship and publication that contributes to knowledge in a field of specialization.

2. Research Professor

Promotion to the rank of Research Professor requires the individual to have made significant contributions to knowledge as a result of their scholarship of research. The candidate's contributions to scholarship of teaching, and/or community outreach will be considered relevant to promotion decisions when these are part of the candidate's job description and/or if these contributions are related to the reach or impact of the candidate's scholarship of research. The documentation and criteria for assessing the candidate's scholarship will be the same as those described above for tenure-track professorial ranks. The candidate's scholarly portfolio should document a record of distinguished accomplishments using the criteria for quality and significance of scholarship.

3. Research Associate Professor

Promotion to the rank of Research Associate Professor requires the individual to have made contributions to knowledge as a result of their scholarship of research. The candidate's contributions to scholarship of teaching, and/or community outreach will be considered

relevant to promotion decisions when these are part of the candidate's job description and/or if these contributions are related to the reach or impact of the candidate's scholarship of research. High quality and significance are the essential criteria for evaluation.

4. Research Assistant Professor

Requests for promotion by research assistant professors or research associate professors will be submitted to the PTM Committee and evaluated by the Research Professor sub-committee of the PTM Committee according to the guidelines and procedures described above for tenure-track professors and according to the terms of the research professor's letter(s) of appointment.

Conversion of a Senior Research Associate II to Research Assistant Professor is based on the nature of the position, its intended duration and responsibilities, and the incumbent's record of scholarly accomplishment and responsibilities. The conversion must be approved by the Dean and Provost.

For non-tenure track faculty members whose initial date of hire was prior to September 16, 2014, see Appendix IV: Addendum for implementation of amended guidelines.

Promotion to Research Associate Professor and Research Professor requires review outlined in Section V. Administrative Roles and Procedures for Promotion and Tenure for Tenure-Track Faculty.

5. Senior Research Associate II

Typically, candidates for promotion to the rank of Senior Research Associate II will meet the following requirements: six or more years of progressively responsible research or evaluation experience and demonstrated ability to conduct research independently. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Associate II will be based on such criteria as: years of research experience and demonstrated ability to conduct research independently. Responsibilities may include designing, developing, and conducting research or evaluation projects; taking a lead or major role in writing grant proposals; leading in developing and sustaining community or interdisciplinary research partnerships; authoring and co- authoring publications for scholarly or community audiences; taking a lead role in developing new qualitative or quantitative methodologies and data collection protocols.

6. Senior Research Associate I

Typically, candidates for the promotion to the rank of Senior Research Associate I will meet the following requirements: four or more years of progressively responsible research or evaluation experience; demonstrated ability to participate in developing funding for research and/or disseminating results; demonstrated ability to take the lead role in designing and implementing research or evaluation studies. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Associate I will be based on such criteria as: years of research experience and demonstrated ability to take the lead in research and evaluation. Responsibilities may include assisting in writing grant proposals and scholarly or community

publications; taking a lead role in designing, developing, and executing one or more studies; designing and overseeing the delivery of intervention protocols to fidelity; developing qualitative and quantitative data collection protocols and methodologies; establishing and fostering community or interdisciplinary research partnerships; co-authoring reports, presentations and scholarly papers.

7. Research Associate

A non-tenure track faculty appointment for individuals who typically have a doctoral degree or another appropriate combination of educational achievement and professional expertise. Typically, candidates for the rank of Research Associate will meet the following requirements: four or more years of progressively responsible research experience and demonstrated ability to participate in the design, implementation and oversight of quantitative or qualitative research or evaluation studies. Length of time in rank is not a sufficient reason for promotion.

8. Senior Research Assistant II

Typically, candidates for promotion to Senior Research Assistant II will meet the following requirements: two years of experience at the Senior Research Assistant I rank or its equivalent; demonstrated ability to perform a variety of research or evaluation tasks; demonstrated ability to independently manage or coordinate research and evaluation activities. Length of time in rank is not a sufficient reason for promotion.

9. Senior Research Assistant I

Typically, candidates for promotion to the rank of Senior Research Assistant I will meet the following requirements: two years of experience at the Research Assistant rank or its equivalent and demonstrated ability to perform focused research or evaluation tasks. Length of time in rank is not a sufficient reason for promotion.

Promotion to Senior Research Assistant I will be based on criteria such as: years of research experience and demonstrated ability to perform focused research or evaluation tasks. Responsibilities may include assisting in the coordination of research activities; communicating with community and interdisciplinary collaborators; basic qualitative or statistical analysis; maintaining databases; collecting, processing and reporting of data; assisting in the preparation of reports and presentations.

10. Research Assistant

A non-tenure track faculty appointment for individuals who typically have a bachelor's or master's degree. Exceptions may include individuals with specific expertise required for the research project. Typically, individuals in the rank of Research Assistant will gather research or evaluation data using a predetermined protocol, carry out routine procedures, gather materials for reports, perform routine data processing or lab work, data management, and basic quantitative or qualitative data analysis. Individuals with the ranks of Senior Research Assistant I and II perform a wider variety of research and evaluation tasks and are expected to perform tasks with increasing independence.

E.   Non-Tenure Track Faculty: Professor of Practice Ranks

1. Appointments as Professor of Practice or Clinical Professor

A non-tenure track faculty appointment for individuals who are licensed or certified professionals or practitioners recognized within professional fields. The major responsibilities involve the education and support of students/learners in academic, clinical, and/or practice settings, supervising clinical experiences, and/or professionally related community engagement. The title Clinical Professor may be used by some departments instead of or in addition to Professor of Practice as appropriate for the discipline.

Ranks for these appointments are Professor of Practice/Clinical Professor, Associate Professor of Practice/Associate Clinical Professor, Assistant Professor of Practice/Assistant Clinical Professor.

2. Professor of Practice or Clinical Professor

Consideration for promotion as a Professor of Practice is based on a cumulative review of the candidate's record. Typically, candidates will meet the following requirements, unless there is evidence of remarkable achievement:

- Minimum of ten years of part- or full-time post-certification or post-licensure or in specific cases post-degree professional experience/practice in the discipline.
- Minimum of six years of professional practice teaching in an academic setting, with a minimum of four years at Portland State University. Length of time in rank is a necessary, but not sufficient, reason for promotion. In addition, a high degree of academic maturity and independent programmatic responsibility are necessary criteria.
- Demonstrated leadership in assessment and/or curriculum design and participation in SSW and University governance as appropriate to assignment and contract.
- Recognition of outstanding teaching.
- Professional honors, grants, and awards.
- Sustained formal leadership in academic programming.
- Committee service and leadership with national or international professional associations.
- Service and appointments to government committees, advisory panels, or other governing boards.
- Scholarship and research as specified in position description.
- Holding office in state or national professional organizations.
- Documented evidence of a consistent pattern of excellence in professional productivity; documented evidence of impact in the professional field; and documented evidence of national and/or international recognition for service to the professional field.

Such evidence may be indicated by, for example: consistent demonstrations of teaching excellence using standard methods of evaluation; the development of policies, programming, and/or curricular initiatives benefiting the School, University, community, and/or profession; editorial appointments for scholarly journals; nationally and internationally regarded papers and presentations; honors, grants, and awards; participation in SSW and University governance as appropriate to assignment and contract; and committee service and leadership with national

or international professional associations. These examples are in addition to those provided in the PSU Policies and Procedures for the Evaluation of Faculty for Tenure Promotion, and Merit Increases (dated June 2018), for use in evaluating the scholarship of teaching, mentoring, and curricular activities as well as the scholarship of community outreach (pp. 13-17).

3. Associate Professor of Practice or Associate Clinical Professor

Consideration for promotion as an Associate Professor of Practice is based on a cumulative review of the candidate's record. Typically, candidates will meet the following requirements, unless there is evidence of remarkable achievement:

- Minimum of six years part- or full-time post-certification or post-licensure degree or in specific cases post-degree professional experience/practice in the discipline.
- Minimum of three years of professional practice teaching in an academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion.
- Evidence of sustained quality professional instruction to include materials indicating command of the academic and/or professional subject matter.
- Ability to motivate, mentor/advise, and assess students.
- Creative use of teaching methods and evidence of professional engagement.
- Leadership role in academic programming, assessment and/or curriculum design, and participation in SSW and University governance as appropriate to assignment and contract.
- Evidence of ongoing engagement with the profession and the application of professional skills and knowledge outside the SSW as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one's field and, where appropriate, the community.
- Documentation of impact of teaching activities on student learning and preparation for professional practice.
- Presentations at local, national, and international conferences, workshops, and professional development experiences.
- Service and appointments to government committees, advisory panels, or other governing boards.
- Evidence of engagement of a professional nature, such as membership and leadership in professional associations at local, state, national, or international levels.
- Scholarship and research as specified in position description.

4. Assistant Professor of Practice or Assistant Clinical Professor

Candidate for Assistant Professor of Practice need not have been an instructor prior to their application for the rank. Consideration for promotion to Assistant Professor of Practice from the rank of Senior Instructor I or Senior Instructor II is based on a cumulative review of the candidate's record. Typically, candidates will meet the following requirements, unless there is evidence of remarkable achievement:

- Minimum of two years post-masters professional experience/practice in the discipline.
- Evidence of capacity for quality teaching in an academic setting. Length of time in rank is not a sufficient reason for promotion.
- Evidence of quality professional instruction to include materials indicating command of

the academic and/or professional subject matter.
- Ability to motivate, mentor/advise, and assess students.
- Documentation of impact of teaching activities on student learning and preparation for professional practice.
- Creative use of teaching methods and evidence of professional engagement.
- Participation in assessment and/or curriculum design.
- Participation in University governance as appropriate to assignment and contract.
- Evidence of ongoing engagement with the profession and the application of professional skills and knowledge as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one's field and, where appropriate, the community.
- Presentations at professional conferences, workshops, and professional development experiences.
- Evidence of engagement of a professional nature, such as membership and leadership in professional associations at various levels.
- Scholarship and research as specified in position description.

V.   PTM Committee Composition

In the SSW the duties of annual, benchmark, and promotional/tenure reviews will be fulfilled by two separate processes outlined Sections VI and VII and overseen by the PTM Committee.

The Promotion, Tenure, and Merit Committee shall be composed of seven faculty members: three tenured faculty members (associate or full professors), two research professors (associate or full research professors), and two non-tenure track faculty (assistant, associate, or full professor of practice who have gone through at minimum three annual reviews in SSW at PSU).

In the event the Committee composition cannot be met due to limited faculty in specific rank groups, a faculty member from another rank group across the SSW may be drawn in to serve as necessary. Likewise, if fewer than four faculty hold position and rank to participate in a review caucus (see below), faculty holding corresponding rank and position on the elected Committee shall participate in the caucus.

The faculty members shall be elected from the faculty (.50 FTE or higher): excluding the Dean, the Associate Dean for Academic Affairs, the Associate Dean for Research and Sponsored Projects, the Regional Research Institute for Human Services Director, the Executive Director of the Center for the Improvement of Services to Children and Families, and the Directors of the School of Social Work academic programs. Selection of chairperson: The Chair of the PTM committee shall be elected annually from among the tenured membership of the committee.

No person shall serve on this committee during the year of their candidacy for promotion and/or tenure.

The role of the SSW Promotion, Tenure, and Merit committee is primarily evaluative. Due to the personal sensitivity of subject matter of the PTM Committee, all review meetings will be considered executive sessions and no minutes will be kept.

Members who miss more than one scheduled Committee meeting may be asked to resign by the chair, and a special faculty election may be held to obtain a replacement.

A.   Conflict of Interest

Committee members shall not participate in the committee review of any faculty member with whom they have a primary intimate relationship (as registered through Human Resources; see Consensual Relationship Policy) or any conflict of interest. Conflict of interest can be identified by only the faculty being reviewed or a PTM committee member. It will be up to the PTM Chair to find an alternate committee member to serve as reviewer.

VI.   Administrative Roles and Review Procedures

The following guidelines and criteria serve as a basis for annual reviews, and for recommendations either supporting or not supporting applications for merit increases and promotion for all faculty and, for tenure track faculty, advancement to indefinite tenure within the School of Social Work. The procedures and criteria contained here are in accord with the by-laws of the SSW (See SSW By-laws, 2018) as well as the guidelines and procedures of PSU (PSU P&T Guidelines, June 2018). It is expected that periodically these procedures and criteria will be modified as a result of continuous review and evaluation by the faculty of the School of Social Work and with changes to University policies and procedures.

Selection of the applicable SSW and University P&T Guidelines. Faculty members subject to review under this section, and under review for promotion and tenure pursuant to Article V, must choose between the approved Department and University P&T Guidelines that were in place at the time of hire, or the approved School and University P&T Guidelines at the time of the review (See PSU P&T Guidelines, 2018, pp. 29-30).

A.   Tenure-Track Positions and Non-Tenure Track Research Assistant Professors, Research Associate Professors, & Research Full Professors

The Committee will notify all faculty of their eligibility for review in the spring of the year before the annual, benchmark, promotional, and/or tenure review will take place, using the list prepared by the Dean in accordance with the PSU P&T Guidelines. Faculty (Research Assistant and Associate Professors) who intend to be considered for promotion will have to make that intention known to the PTM Committee in writing in the spring of the year before the review.

1. Annual Reviews for Tenure-Track Faculty and Research Professors

Faculty must be reviewed after the completion of the first year of their appointment and each subsequent year up to tenure/promotion. Annual reviews will assess the candidate's progress toward tenure/promotion and address any areas of deficiencies. Annual reviews shall be in accordance with regular SSW and university procedures and will specifically evaluate the progress of the faculty member in meeting the standards for the award of tenure (for TTF); however, reviews prior to the sixth year are normally only for evaluative purposes and do not have to include outside evaluation.

For annual review, faculty will submit to the Committee:

- A one to two-page narrative that includes critical reflection with enough evidence to support trajectory moving forward (must attend to research/scholarship, instruction where appropriate, and service activities);
- An updated curriculum vitae highlighting changes since the last review;
- One artifact of instruction (TTF only), such as course evaluations, annotated syllabi, etc. OR Two artifacts of research (NTTF Research Professors only);
- Position description; and
- Scholarly agenda (optional)

Previous annual reviews may be considered by the Committee in the review process. The Committee will also accept and consider other evidence it receives, and the candidate's file will be available to the candidate after the review is complete. The committee cannot guarantee anonymity of any submitted materials.

The Committee's report to the Dean will be in the form of a written memo for each affected faculty member. The report must address the following areas: contributions to knowledge as a result of the person's scholarship (whether demonstrated through the scholarship of research, teaching, and/or community outreach), community outreach, and in governance and/or professionally related service, research, and teaching. Faculty will receive a rating for each area of either "On-Track Toward Tenure/Promotion" or "In Need of Support." Ratings of "In Need of Support" will specify areas in which the faculty needs support and offer recommendations to the faculty and Dean.

 The Committee will distribute to each faculty member under review a draft of the Committee's evaluation of their work with an invitation to meet with the committee to provide additional information or for discussion. Faculty members may decline to meet with the committee. Faculty members who are not in agreement with the PTM's annual evaluation should seek consultation with the Committee to ascertain the basis of their evaluation. If still not satisfied, the individual may consult with the Dean. In such cases, the Committee will take the faculty member's responses to the draft into account and has the prerogative to alter the evaluation accordingly. The final evaluation will then be forwarded to the Dean, who is responsible for distributing the evaluation to individual faculty in a timely manner.

2. Cumulative Reviews for Tenure-Track and Research Professor Ranks (Third year, Tenure, and Promotional Reviews)

a. Documentation

Faculty should provide the Committee with the following documentation:

- A self-appraisal/narrative of scholarly accomplishments. A self-appraisal should include:
  - a statement that describes the long-term goals and purposes of the candidate's scholarly line of work and demonstrates how scholarly accomplishments to date constitute progress towards those ends. For tenure-track faculty, the statement of goals and purposes is part of the scholarly agenda, described in more detail below. Tenure-track faculty candidates for promotion/tenure must provide a description of how their scholarly agenda relates to the School's mission, within the context of the University's mission and the social work field as a whole;
  - an evaluation of the quality and significance of scholarly work;

- an evaluation the quality of research, community outreach, and governance and/or professionally related service, and of teaching when it is part of a faculty member's responsibilities;
- A curriculum vitae including a comprehensive current list of significant accomplishments. If necessary, the curriculum vitae should be updated at each stage of the review process.
- The individual's scholarly work, including works published since the candidate's last promotion, as well as selected unpublished texts, monographs, reports, and articles.
- Letters to the committee and other documentation describing the candidate's accomplishments by peers and other credible sources (e.g., students, community participants, and subject matter experts).
- Artifacts of instruction (as relevant): such as teaching and field liaison/advising evaluations, a summary of teaching evaluations, or annotated syllabi, etc.
- Scholarly agenda (optional).
- Other documentation as relevant.
- External review materials (see External reviews below).

b. Review Process and Decisions

For cumulative reviews (Third-Year, Promotion, and Tenure), the PTM committee will convene a caucus group of post-promotion faculty to participate in the review. "Caucus group" here refers to all faculty across the SSW who hold like positions and rank equal to or higher than the rank the candidate is being considered for (e.g., in a tenure decision, the caucus group consists of all SSW TTF faculty who hold the rank of Associate or Full professor; for a promotion to NTTF Research Full Professor, the caucus group consists only of existing NTTF Research Full Professors).

All faculty in a given caucus will examine the curriculum vitae and portfolios of faculty members eligible for tenure or promotion in their caucus, and where required, external peer evaluations. Following this review, the elected Committee members associated with each caucus (e.g. TTF committee members for TTF) will convene the members of the faculty caucus and facilitate the caucus' discussion of the candidate's materials. A quorum of two-thirds the total eligible caucus members must be present for this discussion; otherwise, the discussion will be rescheduled. Members of the caucus will all indicate in writing their recommendations regarding promotion/tenure. The elected PTM Committee members facilitating this conversation will take thorough notes and draft the appraisal letter accurately representing the caucus feedback and recommendations.

All PTM Committee members will sign off on the final recommendation letter, including the appraisal form. Abstaining from voting is not permitted, since participation on the committee obligates members to reach decisions on all cases.

The Committee's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the Committee within two weeks to correct any errors, provide additional information, state their case, or address any questions the Committee might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the PTM Chair will then send it to the Dean on behalf of the Committee. The Committee's report to the Dean will be in the form

of a written narrative for each affected faculty member. The report must address each area that is part of a faculty member's responsibilities.

In lieu of a Department Chair recommendation, the SSW administrator closest to the faculty member's work (program director, supervisor, or closest equivalent, hereafter "chair-equivalent") will also submit an appraisal letter to the dean. If a faculty has more than one chair-equivalent (e.g., split position between programs or departments), the person overseeing the majority of the faculty's FTE will write the letter with input from the other chair-equivalent. If the chair- equivalent is unclear (e.g., multiple people have served in this role in the past several years), the responsible chair-equivalent will be selected by the PTM Chair and the Dean in consultation with a list of pros/cons provided by the faculty under review.

Chair-equivalents will decide on the data sources they use to formulate their assessment but will have access to the candidate's CV and portfolio. The chair-equivalent will evaluate only those areas of the candidate's work they oversee. The chair-equivalent letter will be reviewed by the Dean alongside the PTM committee's letter before the Dean submits their final recommendation to the Provost. In instances where there is a discrepancy in recommendations from the chair-equivalent's letter and the PTM committee letter, it is within the Dean's discretion to determine how much weight each letter holds when informing their final recommendation.

In their review and evaluation, which is simultaneous to the Committee's review but kept separate and confidential from that review, the chair-equivalent will examine the curriculum vitae and other supporting materials of the faculty member eligible for tenure, promotion, or other milestones.

The chair-equivalent's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the chair-equivalent within two weeks to correct any errors, provide additional information, state their case, or address any questions the chair-equivalent might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the chair-equivalent will then send it to the Dean.

In a timely manner and in accordance with University timelines, the Dean will, in writing, inform each faculty member under consideration for promotion or tenure of their recommendation and that of the Committee.

Upon completion of the promotion and tenure process, any letters or other supporting materials used to form an evaluation of an individual's performance must be made available to them at their request.

Within two weeks of receiving the Dean's recommendation, the faculty member must submit to the Dean and PTM Chair a written request for a reconsideration.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare any pertinent supportive materials. The supportive materials must be submitted to the Committee chair, or the Dean, as appropriate, within two weeks of the written notification of intent to request reconsideration.

All materials submitted by the faculty member shall become part of the appraisal document. The Committee and/or Dean, as appropriate, shall consider the materials presented by the faculty member. The PTM Chair and/or Dean may attach to the appraisal additional documentation with their recommendation(s). The Dean shall forward the appraisal, which shall then proceed through the normal administrative review in a timely manner.

Individual faculty shall be supplied with a copy of their promotion and tenure reports by the Dean. Copies of all evaluations of faculty shall be kept on file in the Dean's office.

c. External reviews

Three external reviews are required as part of the documentation for promotion and tenure review decisions involving tenure-track faculty and NTTF research professors' applications for promotion to associate and/or full professor (external reviews are not required for 3rd year reviews). A list of potential external reviewers shall be compiled in the following manner in the spring term of the year before the promotion and/or tenure review:

1. The PTM Chair will ask the individual for a list of reviewers (at least four) from outside the University. The individual may also provide a list of possible reviewers perceived as negative or biased.
2. At least three additional external reviewers will be selected by the chair of the PTM committee in consultation with the Dean.
3. The chair of the promotion and tenure committee will select evaluators from the combined list of outside reviewers.

Potential reviewers will be contacted in the spring/summer of the year before promotion or tenure review takes place, and asked for their agreement to participate as external reviewers the following fall.

Requests for external evaluations shall include a copy of the University and departmental criteria for promotion and tenure. The faculty member being reviewed, in consultation with the PTM committee, shall choose which samples of the faculty member's work shall be sent to external reviewers. Faculty members are responsible for providing materials for this portfolio. These materials should include an updated vita, a personal narrative, and three artifacts of research. Upon receipt of the evaluations, the PTM chair will send them to the PTM Committee. A complete evaluation file must include at least three letters from external reviewers. In cases when promotion or tenure decisions are deferred, external evaluations may be used in subsequent considerations for a period of three years.

B.   Non-Tenure Track Instructional Positions – Annual, Continuous Appointment, and Triennial Reviews

The Professor of Practice designation is a non-tenure track appointment for individuals whose primary work is in the area of instruction or in professionally related community engagement.

Professors of Practice are professionals or practitioners with recognized expertise in their area of practice. The ranks are designed to provide the School of Social Work with practitioners with a rich practice background to enhance the preparation of future professionals. The major

responsibilities of this position can involve the education and support of students/learners in academic, clinical, and/or practice settings; supervising field learning experiences; and/or professionally-related community engagement to the benefit of the School and University. The title of Clinical Professor may also be used instead of or in addition to Professor of Practice as appropriate for the discipline.

1. Introduction

The following describes the process through which eligible non-tenure-track (NTT), instructional faculty may be considered for continuous employment. It covers NTTF hired after September 16, 2016.

For NTT instructional faculty hired prior to this date, see also the Implementation Plan, University NTTF Evaluation Procedures, AAUP CBA, Letter of Agreement (LOA) #12, pages 81-82.

The University NTTF Evaluation Procedures take priority, and additions or modifications within your departmental guidelines may not contradict those approved by the Faculty Senate. Updates to these NTTF Evaluation guidelines must be approved by the dean and submitted to the Office of Academic Affairs for review and final approval.

2. Non-tenure Track Instructional Positions – Continuous Appointment-Related Evaluations

This section describes the process through which eligible non-tenure track (NTT) instructional faculty may be considered for continuous appointment, and are evaluated. This document covers NTTF hired after September 16, 2016. For NTT instructional faculty hired prior to this date, see also the Implementation Plan. Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions – Continuous Appointment-Related Evaluations.

a. School Authority and Responsibility

The responsibility for evaluating and documenting an individual faculty member's performance rests primarily with SSW.

Prior to the Review, the Committee will notify all faculty of their eligibility for annual, triennial, and continuous appointment review in the spring of the year before the review will take place, using the list prepared by the Dean in accordance with the University P&T Guidelines (2018), the Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations Section A, and AAUP CBA Article 18. Sect 6, pp 26-27). Faculty who intend to be considered for promotion will have to make that intention known to the PTM Committee in writing in the spring of the year before the review. The term "Triennial review" will be used here forward to identify evaluation following continuous appointment.

b. Initial Appointment

Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section B, AAUP CBA, Article 18, Sect. 2(a), pages 22-23.

c. Type of Appointment

Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section C and AAUP CBA, Article 18 (pg. 22).

d. Faculty Offer and Position Descriptions

Refer to University P&T Guidelines, Non-Tenure Track Instructional Positions- Continuous Appointment Related Evaluations, Section D and AAUP CBA, Article 18, Sect. 4 (pg. 25). *Note: 1.00 Full-Time Equivalency (FTE) will include no more than 36 course credits of assigned teaching per academic year. Assigned University/community/professional service and scholarly work shall not exceed ten percent (10%) of an instructional NTTF member's workload without a reduction in instructional load.*

e. Annual Review

NTTF instructional faculty members are to be evaluated annually through a developmental review process during years one through five of the probationary period. The review should document and evaluate faculty contributions, and provide developmental feedback and guidance in preparation for the Milestone Review for Continuous Appointment. This review should be consistent with the faculty member's letter of appointment.

Previous annual reviews may be considered by the Committee in the review process. The Committee will also accept and consider all other evidence from whatever source, but cannot accept anonymous evidence or requests that the source of the evidence be kept confidential.

The Committee's report to the Dean will be in the form of a written memo for each affected faculty member. The report must address the following areas: contributions to knowledge as a result of the person's scholarship (whether demonstrated through the scholarship of research, teaching, and/or community outreach), community outreach, and in governance and/or professionally related service, research, and teaching. Faculty will receive a rating for each area of either "On-Track Toward Promotion" or "In Need of Support." Ratings of "In Need of Support" will specify areas in which the faculty needs support and offer recommendations to the faculty and Dean.

 The Committee will distribute to each faculty member under review a draft of the Committee's evaluation of their work with an invitation to meet with the committee to provide additional information or for discussion. Faculty members may decline to meet with the committee. Faculty members who are not in agreement with the PTM's annual evaluation should seek consultation with the Committee to ascertain the basis of their evaluation. If still not satisfied, the individual may consult with the Dean. In such cases, the Committee will take the faculty member's responses to the draft into account and has the prerogative to alter the evaluation accordingly. The final evaluation will then be forwarded to the Dean, who is responsible for distributing the evaluation to individual faculty in a timely manner.

In cases where faculty appointment is split across divisions at the University, the committee and Dean's office will look to the faculty's contract to determine which division provides annual and benchmark reviews. If a mutual decision cannot be reached, the dean or designee, or the Provost or designee, in the case of multiple colleges, will make a determination.

Annual Review Submission Materials submitted by the faculty member should, at a minimum, include the following:

- A 1-2 page annual self-appraisal that critically reflects the areas of work as described in the NTT instructional faculty member's job description and that highlights activities and achievements (Instruction and Service);
    - Select two contained instruction experiences to reflect on in your self-appraisal.
- Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost (highlighting changes since the last review);
- Artifacts of Instruction (choose one):
    - Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation, or median and interquartile range), or appropriate assessments of teaching since the last review;
    - or Syllabi and/or other pedagogical materials from the review period;
    - or Annotated syllabi.
- Position description
- Optional: Artifacts of research and scholarship

Annual Review Submission Materials submitted by the faculty member <u>may</u> include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of scholarly activities, beyond the classroom, as defined by the discipline;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations, and
- Evidence of service activities related to unit mission.

f. Timing for Continuous Employment Consideration and Appointment

In year six (6) of the probationary period, NTT instructional faculty members are to be evaluated for continuous appointment through a Milestone Review. Prior to the end of the final academic year of the probationary period, a NTT instructional faculty member is to be awarded a continuous appointment or provided twelve (12) months' notice of termination of employment.

Non-tenure track faculty members who are employed for a fixed term, for a period of time that runs the length of a particular grant, or are in an ongoing appointment (without a fixed end date) contingent on the continued availability of external funding may not be considered for continuous appointment. A guarantee of multi-year contracts is not required for ongoing appointments (AAUP CBA 2016-2020, Article 18, Sect. 5c). In the sixth year of the probationary period, NTT instructional ongoing appointments may be eligible for triennial, rather than continued annual reviews.

Milestone review for continuous appointment and promotional review of non-tenure track instructional faculty are considered separate review processes. When appropriate, faculty may seek promotional review (to Associate PoP) before or during the sixth-year milestone review. Faculty are encouraged to seek the support of the Dean and committee chair in instances of early promotion. In cases when the review timelines are combined, a promotional review processes will be utilized by the committee (seep p.38).

g. Milestone Review for Continuous Employment

Milestone reviews provide a way to honor and reward a sustained record of commitment and achievement. A milestone review that looks both backward and forward is appropriate when considering the award of continuous appointment. When the review is clear and consistent, it supports academic freedom and contributes to academic quality.

A significant factor in determining an NTT instructional faculty member's performance is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's contractual responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching. Teaching scholars often study pedagogical methods that improve student learning.

The Milestone Review of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum).16 In addition, the Milestone Review should take into account any documentation of student mentoring, academic advising, thesis advising, and dissertation advising. The Review Committee shall take into account any variations in the letters of appointment during the probationary period.

The Milestone Review Materials submitted by the faculty member should, at minimum, include the following:

- ● A cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
- ● Current curriculum vitae following applicable sections of the PSU Promotion and Tenure format approved by the Provost;
- ● Artifacts of instruction
    - o Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard deviation or median and interquartile range), or appropriate assessments of teaching since the last review (such as annotated syllabi); and

- Representative syllabi and/or other pedagogical materials from the six-year review period.
- Position description
- Optional: Artifacts of research and scholarship

The Milestone Review Materials submitted by the faculty member may include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations;
- Evidence of service activities related to unit mission; and
- The annual self-appraisals prepared by the faculty member;

- See Review Criteria and Documentation for additional examples (pp. 12-17).

The following additional items may be included in the evaluation of teaching and curricular accomplishments, to the extent consistent with a faculty member's letter of appointment:

- Contributions to courses or curriculum development;
- Materials developed for use in courses;
- Results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning;
- Results of assessments of student learning
- Accessibility to students;
- Ability to relate to a wide variety of students for purposes of advising;
- Mentoring and guiding students toward the achievement of curricular goals;
- Results of supervision of student research or other creative activities including theses and field advising
- Results of supervision of service learning experiences in the community;
- Contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students;
- Contributions to the development and delivery of collaborative, interdisciplinary University Studies, and inter-institutional educational programs;
- Teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning;
- Grant proposals and grants for the development of curriculum or teaching methods and techniques;
- Professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise; and
- Honors and awards for teaching.

h. Procedures for Milestone Review

For milestone review for continuous appointment, the PTM committee will convene a caucus group of post-continuous appointment faculty to participate in the review. "Caucus group" here refers to all faculty across the SSW who hold like positions and rank equal to or higher than the rank the candidate is being considered for (e.g., for a milestone review, the caucus group consists of all SSW NTTF POP Instructional faculty who have received continuous appointment).

All faculty in a given caucus will examine the curriculum vitae and portfolios of faculty members eligible for milestone review in their caucus. Following this review, the elected Committee members associated with each caucus (e.g. NTTF POP-Instructional committee members for NTTF POP-Instructional) will convene the members of the faculty caucus and facilitate the caucus' discussion of the candidate's materials. Members of the caucus will all indicate in writing their recommendations regarding continuous appointment. A quorum of two-thirds the total eligible caucus members must be present for this discussion; otherwise, the discussion will be rescheduled. The elected PTM Committee members facilitating this conversation will take thorough notes and draft the appraisal letter accurately representing the caucus feedback and recommendations.

All PTM Committee members will sign off on the final recommendation letter, including the appraisal form. Abstaining from voting is not permitted, since participation on the committee obligates members to reach decisions on all cases.

The Committee's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the Committee within two weeks to correct any errors, provide additional information, state their case, or address any questions the Committee might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the PTM Chair will then send it to the Dean on behalf of the Committee.

The Committee's report to the Dean will be in the form of a written narrative for each affected faculty member. The report must address each area that is part of a faculty member's responsibilities.

In lieu of a Department Chair recommendation, the SSW administrator closest to the faculty member's work (program director, supervisor, or closest equivalent, hereafter "chair-equivalent") will also submit an appraisal letter to the dean. Chair-equivalents will decide on the data sources they use to formulate their assessment. The chair-equivalent letter will be reviewed by the Dean alongside the PTM committee's letter before the Dean submits their final recommendation to the Provost. In instances where there is a discrepancy in recommendations from the chair-equivalent's letter and the PTM committee letter, it is within the Dean's discretion to determine how much weight each letter holds when informing their final recommendation.

In their review and evaluation, which is simultaneous to the Committee's review but kept separate and confidential from that review, the chair-equivalent will examine the curriculum vitae and other supporting materials of the faculty member eligible for milestone review.

The chair-equivalent's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the chair-equivalent within two weeks to correct any errors, provide additional information, state their case, or address any questions the chair-equivalent might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the chair-equivalent will then send it to the Dean.

In a timely manner and in accordance with University timelines, the Dean will, in writing, inform each faculty member under consideration for continuous appointment of their recommendation and that of the Committee.

Upon completion of the milestone review process, any letters or other supporting materials used to form an evaluation of an individual's performance must be made available to them at their request.

Within two weeks of receiving the Dean's recommendation, the faculty member must submit to the Dean and PTM Chair a written request for a reconsideration.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare any pertinent supportive materials. The supportive materials must be submitted to the Committee chair, or the Dean, as appropriate, within two weeks of the written notification of intent to request reconsideration.

All materials submitted by the faculty member shall become part of the appraisal document. The Committee and/or Dean, as appropriate, shall consider the materials presented by the faculty member. The PTM Chair and/or Dean may attach to the appraisal additional documentation with their recommendation(s). The Dean shall forward the appraisal, which shall then proceed through the normal administrative review in a timely manner.

Individual faculty shall be supplied with a copy of their milestone review reports by the Dean. Copies of all evaluations of faculty shall be kept on file in the Dean's office.

i. Evaluation Following Continuous Appointment (Triennial Review)

Non-tenure track instructional faculty on a continuous appointment are to be evaluated after three years of continuous appointment and then after every three years following the last evaluation or promotion. The process for Triennial Review will follow the same caucusing procedures as Milestone review for Continuous Appointment (p.37).

Materials submitted by a faculty member for evaluation following continuous appointment should, at minimum, include the following:

- A cumulative self-appraisal that reflects the areas of work as described in the NTT instructional faculty member's job description and highlights activities and achievement;
- Current curriculum vitae following applicable sections of the PSU P&T format approved by the Provost (highlighting accomplishments since last review);
- Appropriate and relevant quantitative and/or qualitative summaries of student evaluations as defined for this purpose by the department (i.e., mean and standard

deviation, or median and interquartile range) or appropriate assessments of teaching since the last review (such as an annotated syllabus);
- Representative syllabi and/or other pedagogical materials from the review period;
- Position description

Materials submitted by a faculty member for evaluation following continuous appointment may include, but are not limited to:

- Peer evaluation of teaching and curricular innovation;
- Description of professional development activities intended to advance job performance;
- A reflective analysis of student and/or peer evaluations of teaching;
- Evidence of ability to work effectively with individuals from and topics related to diverse populations; and
- Evidence of service activities related to unit mission.
- See "Review Criteria and Documentation" for additional examples (pp. 12-17).

In the event of an unsatisfactory evaluation, the faculty member and department chair or chair equivalent will meet to discuss the deficiencies identified in the review. Following the meeting, the chair will develop a remediation plan to address the deficiencies. If the faculty member disagrees with the remediation plan, the faculty member may appeal to the dean or the dean's designee, who shall review the plan and make the final decision regarding the contents of the plan. The remediation plan is to be developed before the end of the academic year in which the unsatisfactory evaluation occurred. If the chair and faculty member identify resources that would assist with the remediation plan, a request for access to such resources will be made to and considered by the Dean. Resource unavailability could result in modification or extension of the remediation plan.[1]

Progress on the remediation plan is to be assessed and communicated on a regular basis during the subsequent academic year. At a minimum, the chair and the faculty member will meet near the beginning of the fall term to review the remediation plan and near the end of the fall term to review the faculty member's progress on the remediation plan. Prior to the end of fall term, the chair is to provide the faculty member with a written assessment of progress on the remediation plan, including identification of any issues that have not yet been successfully remediated.

At any point in the process, the chair can determine that the remediation plan has been successfully completed, at which time the chair shall notify the faculty member and conclude the remediation process.

Around the end of the winter term of the academic year following the unsatisfactory evaluation, the chair is to notify the faculty member whether the remediation plan has been successfully completed. If the plan has not been successfully completed, the chair may either extend the plan for an additional academic term or provide the faculty member with notice of termination. A remediation plan may be extended by the chair for up to three academic terms. A notice of termination provided under this section shall be provided to the member,

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[1] 2016-2019 CBA, Sec. 2 g (also including following three paragraphs)

Dean, Provost, and the Association and shall be effective no sooner than the end of the subsequent academic term.

j. Conditions Under Which Continuous Employment May be Terminated

Refer to the AAUP CBA, Article 18, Sect. 2(e) (pgs. 23-24).

C. Non-Tenure Track Instructional Positions - Promotion

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in teaching, mentoring, curricular activities, community outreach, research, and governance and other professionally-related service, consistent with the faculty member's contractually assigned responsibilities. In addition, the provision of leadership in the instructional functions of the School, including contributions to the Field, Distance, and Online Programs, is valued.

Promotion is not automatic nor is length of time in rank a sufficient reason for promotion. As members of the Professoriate of Practice mature in experience, they should demonstrate increasing excellence in teaching, innovation in education, engagement in community outreach, governance, and service to the benefit of the SSW, University, and broader community and profession, and engagement with emerging developments in professional practice.

Promotional review of non-tenure track instructional faculty and milestone review for continuous appointment may occur simultaneously when appropriate. Faculty may seek promotional review (to Associate PoP) before or coinciding with the sixth-year milestone review. In the case of a successful promotional review, the milestone review for continuous appointment may also be fulfilled (not available to ongoing faculty appointments).

1. Documentation

The review must take account of position-relevant evaluation criteria (see pp. 11-17) in keeping with the candidate's supplemental letter of hire and annual workload statements. Faculty should provide the Committee with the following documentation:

- A self-appraisal/narrative of position-relevant accomplishments. A self-appraisal should include:
  - a statement that describes the long-term goals and purposes of the candidate's work and demonstrates how scholarly accomplishments to date constitute progress towards those ends.
  - an evaluation the quality of community outreach, and governance and/or professionally related service, and of teaching when it is part of a faculty member's responsibilities;
- A curriculum vitae including a comprehensive current list of significant accomplishments. If necessary, the curriculum vitae should be updated at each stage of the review process.
- Letters to the committee and other documentation describing the candidate's accomplishments by peers and other credible sources (e.g., students. community participants, and subject matter experts).

- Artifacts of instruction such as (see Article III Criteria and Documentation): teaching and field liaison/advising evaluations, as well as a summary of teaching evaluations, or annotated syllabi, etc.
- Other documentation as relevant (including but not limited to: relevant scholarly work, including works published since the candidate's last promotion, as well as selected unpublished texts, monographs, reports, and articles.).
- External review materials (see External reviews below).

2. Review Process and Decisions

The promotional reviews will concentrate on the candidates' professional productivity, contributions, and service to the field. Since Professor of Practice appointments do not carry expectations for scholarship and research, the promotional review will be based principally in the domains of teaching, mentoring, and curricular activities, community outreach, and governance and other professionally related service.

For promotional reviews the PTM committee will convene a caucus group of post-promotion faculty to participate in the review. "Caucus group" here refers to all faculty across the SSW who hold like positions and rank equal to or higher than the rank the candidate is being considered for (e.g., in a Associate POP position, the caucus group consists of all SSW POP faculty who hold the rank of Associate or Full professor of practice).

All faculty in a given caucus will examine the curriculum vitae and portfolios of faculty members eligible for promotion in their caucus, and where required, external peer evaluations. Following this review, the elected Committee members associated with each caucus (e.g. NTTF committee members for NTTF) will convene the members of the faculty caucus and facilitate the caucus' discussion of the candidate's materials. Members of the caucus will all indicate in writing their recommendations regarding promotion. A quorum of two-thirds the total eligible caucus members must be present for this discussion; otherwise, the discussion will be rescheduled. The elected PTM Committee members facilitating this conversation will take thorough notes and draft the appraisal letter accurately representing the caucus feedback and recommendations.

All PTM Committee members will sign off on the final recommendation letter, including the appraisal form. Abstaining from voting is not permitted, since participation on the committee obligates members to reach decisions on all cases.

The Committee's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the Committee within two weeks to correct any errors, provide additional information, state their case, or address any questions the Committee might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the PTM Chair will then send it to the Dean on behalf of the Committee.

The Committee's report to the Dean will be in the form of a written narrative for each affected faculty member. The report must address each area that is part of a faculty member's responsibilities.

In lieu of a Department Chair recommendation, the SSW administrator closest to the faculty member's work (program director, supervisor, or closest equivalent, hereafter "chair-equivalent") will also submit an appraisal letter to the dean. Chair-equivalents will decide on the data sources they use to formulate their assessment. The chair-equivalent letter will be reviewed by the Dean alongside the PTM committee's letter before the Dean submits their final recommendation to the Provost. In instances where there is a discrepancy in recommendations from the chair-equivalent's letter and the PTM committee letter, it is within the Dean's discretion to determine how much weight each letter holds when informing their final recommendation.

In their review and evaluation, which is simultaneous to the Committee's review but kept separate and confidential from that review, the chair-equivalent will examine the curriculum vitae and other supporting materials of the faculty member eligible for promotion.

The chair-equivalent's review and recommendation will be communicated in writing to the faculty member and the faculty member shall be invited to meet with the chair-equivalent within two weeks to correct any errors, provide additional information, state their case, or address any questions the chair-equivalent might have. The faculty member may decline this invitation.

When the review and recommendation have been finalized, the chair-equivalent will then send it to the Dean.

In a timely manner and in accordance with University timelines, the Dean will, in writing, inform each faculty member under consideration for promotion of their recommendation and that of the Committee.

Upon completion of the promotion, any letters or other supporting materials used to form an evaluation of an individual's performance must be made available to them at their request.

Within two weeks of receiving the Dean's recommendation, the faculty member must submit to the Dean and PTM Chair a written request for a reconsideration.

The review may be requested on the basis of procedural or substantive issues. The faculty member should prepare any pertinent supportive materials. The supportive materials must be submitted to the Committee chair, or the Dean, as appropriate, within two weeks of the written notification of intent to request reconsideration.

All materials submitted by the faculty member shall become part of the appraisal document. The Committee and/or Dean, as appropriate, shall consider the materials presented by the faculty member. The PTM Chair and/or Dean may attach to the appraisal additional documentation with their recommendation(s). The Dean shall forward the appraisal, which shall then proceed through the normal administrative review in a timely manner.

Individual faculty shall be supplied with a copy of their promotion reports by the Dean. Copies of all evaluations of faculty shall be kept on file in the Dean's office.

3. External reviews

Three external reviews are required as part of the documentation for promotion decisions involving NTTF professors of practice applications for promotion to associate and/or full professor. A list of potential external reviewers shall be compiled in the following manner in the spring term of the year before the promotion and/or tenure review:

1. The PTM Chair will ask the individual for a list of reviewers (at least four) from outside the University. The individual may also provide a list of possible reviewers perceived as negative or biased.
2. At least three additional external reviewers will be selected by the chair of the PTM committee in consultation with the Dean.
3. The chair of the promotion and tenure committee will select evaluators from the combined list of outside reviewers.

Potential reviewers will be contacted in the spring/summer of the year before promotion or tenure review takes place, and asked for their agreement to participate as external reviewers the following fall.

Requests for external evaluations shall include a copy of the University and departmental criteria for promotion. The faculty member being reviewed, in consultation with the PTM committee, shall choose which samples of the faculty member's work shall be sent to external reviewers. Faculty members are responsible for providing materials for this portfolio. These materials should include an updated vita, a personal narrative, and three artifacts demonstrating their accomplishments. External review will be sought from peers and credible external sources (e.g., authoritative representatives from a faculty member's field, community participants, and subject matter experts) that are in a position to comment on the candidate's activities that are required of the position. For reviewing candidates for promotion to Full or Associate Professor of Practice, any potential evaluators outside PSU must have relevant teaching, research, and professional expertise.

Upon receipt of the evaluations, the PTM chair will send them to the PTM Committee. A complete evaluation file must include at least three letters from external reviewers. In cases when promotion or tenure decisions are deferred, external evaluations may be used in subsequent considerations for a period of three years.

D. Non-Tenure Track Research Positions (Research Assistant and Research Associates)

Rank descriptions for Research Assistants and Associates at all levels are provided above (See Ranks), as per the PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases (dated March 2017). Review procedures are specific to NTTF Research Assistants and Associates at all levels supervised through the Center for the Improvement of Services to Children and Families and the Regional Research Institute for Human Services in the School of Social Work.

1. Purpose of the Review Process

This review process provides the opportunity for non-tenure track (NTT) Research Assistants and Associates, (.50 FTE and higher) to get feedback on their work. Provides the opportunity for NTT Research Assistants and Associates (.50 FTE and higher) to provide feedback to the research team and/or the research unit (i.e., CCF and/ or RRI) regarding support needed to be

effective. And is a mechanism for professional development – setting goals and identifying areas in which professional development is desired and can occur.

2. The Review Structure and Roles

<u>All Research Assistants and Associates will</u> complete a review after they have completed one full year in their position. NTT Research Assistants and Associates (50 FTE and higher) will receive 6 consecutive annual reviews; thereafter, the employee can request an every 3-year review cycle (Per the AAUP Collective Bargaining Agreement, Article 18 (pp. 22-23).

a. Review Committee

The role of the Review Committee is to prepare materials, directly review all of those materials, meet to discuss the information gathered, and develop the Goals for the Next Year (see below: Review Report Outline, Section V) for the coming year.

The Review Committee will be comprised of the Supervisor(s), the NTT Research Assistant or Associate who is being reviewed (i.e., "employee"), and one additional NTT research faculty chosen and invited by the employee. The employee may invite up to three additional people who have knowledge of the employee's work/performance. The supervisor may invite input from the employee's peers and/ or community partners who can provide feedback about the employee's job performance.

b. Administrative Review

The purpose of the administrative review is to ensure that the established process was followed. The administrative review is performed by the CCF Executive Director or the RRI Director.

c. Dean's Review

The final Review Report packet (containing all relevant review materials) will be submitted to the Dean or Associate Dean for Research and Sponsored Projects for approval and signature no later than three days before the date that all reviews are due to OAA (generally in March) of the year in which the review occurred.

2. The Review Process

The designated person in charge of supporting HR actions in each unit will send a timely annual reminder to all relevant supervisors and employees (typically in January).
The supervisor and employee should make sure that a current, agreed-upon job description is on file before the review process starts. In cases where an employee is supervised by more than one person, the supervisors and the employee will agree on who will take the lead and how each supervisor will be involved in the process.

The supervisor may invite input from community partners who can provide feedback about the employee's job performance. The supervisor will schedule a meeting of all the Committee members. During the meeting, all of the completed Review Report sections and any relevant supplementary materials will be reviewed and the *Summary and Goals for the Next Year* (Section V) will be completed with the input of all committee members.

The supervisor will finalize the Review Report based on the changes/agreements made during the Committee meeting. All Review Committee members will sign the finalized Review Report Cover Signature Sheet. Within one week, the employee may submit a written response to the review.

The completed Review Report (and employee's response, if appropriate) will be submitted for Administrative Review by March 8. The Administrative Review will be completed and a copy provided to the SSW's Dean (or Associate Dean for Research and Sponsored Projects) in time for review prior to the OAA deadline for that year. A copy of the completed Review Report will be provided to the employee at this time.

The SSW's Dean (or Associate Dean for Research and Sponsored Projects) will indicate approval of the review by signing the Review Report Cover Signature Sheet (along with the signatures of the rest of the Committee, Employee, and Supervisor) (See Appendix 1).

The Dean's Assistant (or the designated person from each unit) will submit a copy of the signed review to Office of Academic Affairs (Attention Vice Provost for Academic Affairs) by the date required for the review per the OAA timeline (generally sometime in March of each year).

3. Review Materials and Responsible Person(s)

The employee will write a summary of her/his job activities/ performance using the below Review Report Outline (Sections I, II and III) and based off of his/ her specific job description and goals from the prior year, where that applies. The employee may submit any supplementary materials they believe would be valuable to support documentation/ validation of his/ her job performance/ accomplishments. (Note: Supplementary materials not required)

The supervisor(s) will complete the Supervisor's Summary (section IV) of the Review Report Outline. The Review Report from the previous year, if applicable, may also be used to assess job performance and goal accomplishment.

4. Procedures for Research Assistant and Associate Promotion

Promotion of a Senior Research Associate II to Research Assistant Professor is based on the nature of the position, its intended duration and responsibilities, and the incumbent's record of scholarly accomplishments and responsibilities. The conversion must be approved by the Dean and Provost (PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, dated March 2014).

The request for promotion can be initiated by the supervisor/principal investigator or the faculty member themselves. The faculty should be in-rank at PSU at least one year before requesting promotion to the next rank. Changing rank signals a qualitative difference in what the individual will do on the job; specifically there will be an increase in both the initiative required and level of responsibility. When responsibilities extend beyond the current job description, this may be reason to consider promotion. The reviewer should also assess evidence that the individual is prepared to perform the activities at the next higher rank.

All promotions should be accompanied by an increase in salary as set in the collective bargaining agreement. Request for promotions may be forwarded to the Provost typically twice

yearly, although exception can be made if funding cycles make it necessary. This is consistent with the fluidity of research funding and the fact that research project staffing needs do not follow a nine-month academic schedule. Academic units may choose to set their own time lines for request for promotion to be submitted to the Dean.

Each academic unit will articulate a mechanism for allowing the individual to appeal, should the request for promotion be denied.

VII. Policies and Procedures on Emeritus Rank, Merit Increases, and Post Tenure Review

A. Emeritus/Emerita Rank

The emeritus/emerita rank may be awarded upon retirement in recognition of outstanding performance, defined as evidence of dedicated professional contributions to the School while a faculty member, and indicated by positive promotional and/or post-tenure reviews for tenured professors and positive annual and/or cumulative reviews for non-tenure track professors of practice and research professors.

Retiring faculty members who may be considered for this recognition include tenured associate and full professors; non-tenure track associate and full research professors; and non-tenure track associate and full professors of practice.

Tenure-track and non-tenure track faculty are eligible to apply for emeritus status (PSU Faculty Senate report June 22, 2016) at two points in the academic year. Applications for emeritus rank are due from the faculty member in the fall (first Friday in November) for rank to be effective by January 1st the following year. For emeritus status to be effective at the end of spring term (July 1), application materials need to be submitted during the regular cycle in the winter (first Friday in February). The application to the Committee consists of a brief memo highlighting major professional contributions and accomplishments over the duration of PSU employment as well as an updated CV.

Upon review of these documents, the Committee will develop a letter evaluating whether the candidate has met the criterion of outstanding performance. This letter is submitted to the Dean.

B. Merit

The PTM Committee, as part of its responsibilities, will consult with the Dean concerning criteria for merit increases when merit funds are available. Merit increases recognize the special contributions made by individual faculty.

The Committee will make recommendations to the Dean regarding which individual faculty should be awarded merit pay increases and the amounts or percentages of merit pay increases to be awarded to each faculty member.

The criteria for merit increases should include, but not be limited to, a review of the criteria included here with respect to annual review, promotion, and tenure.

In recognition that criteria for merit increases may be weighted differently from year to year depending on the particular needs and requirements of the SSW, the Committee shall consult annually with the Dean as to the criteria of significance for the coming year.

C. Post-Tenure Peer Review

1. Post-Tenure Review Goals

The goals of post-tenure review are:

- to assure that individual faculty members work responsibly within their units to ensure that unit contributions are shouldered equitably. A key aspect of this process is collaboration in aligning each faculty member's career path with unit missions while upholding academic freedom and a faculty member's proper sphere of professional self-direction;
- to be a collegial, faculty-driven process that supports faculty development;
- to recognize and motivate faculty engagement.
- to support ongoing professional growth of faculty members to the benefit of the School of Social Work and University, the community, and our professions.

2. Guidelines and Eligibility

AAUP-represented tenured faculty members, tenured department chairs/unit heads and program directors in the School of Social Work must undergo PTR every five years after the award of tenure. Please consult page 7 of the Procedures for Post-Tenure Review (PTR) at Portland State University (PSU), dated June 1, 2015, hereafter referred to as University PTR Procedures, for additional details regarding eligibility as well as conditions for deferring or opting out of PTR.

3. Funding of Post-Tenure Review Salary Increases

Refer to University PTR Procedures, pages 7 and 8.

4. Post-Tenure Review Cycle and Timelines

Refer to PTR Review Cycle and Timelines, University PTR Procedures, pages 8 and 9.

5. Departmental Authority and Responsibility

For most faculty, the responsibility for post-tenure review will reside within the School of Social Work. In cases where a faculty member's appointment is divided equally between the School of Social Work and another department, the responsibility for post-tenure review will fall to that unit that has heretofore had a greater share of the responsibility for previous promotion/tenure reviews (due to the faculty member providing more professional service to the unit in question).

In cases where a faculty member's appointment is not divided equally between the School of Social Work and another department, the responsibility for post-tenure review will fall to that unit in which the faculty member's appointment is greater.

Before the post-tenure review can be conducted of the faculty member under review, the responsibility for post-tenure review should be clarified through a written document cosigned by the dean of the School of Social Work and the chair of the other department in which the faculty member under review is also appointed. The responsibility for securing this form should fall to the unit in which the faculty member's appointment is greater; in situations where the appointment is divided equally, the responsibility for securing the form will fall to the dean of the School of Social Work. For more information regarding departmental responsibility in the PTR process, refer to University PTR Procedures, pages 9 and 10.

6. Procedures for Post-Tenure Review of Tenured Faculty Members

a. Notification

Notification of eligibility must occur by June 1st of each year beginning in 2016. Refer to the timeline (pp. 8-9) and the narrative (p. 10) of University PTR Procedures for notification dates.

b. Dossier

Refer to page 10 of the University PTR Procedures for information regarding materials to be included in the dossier. Major accomplishments should be highlighted (via highlighting, bolding, or underlining) on the curriculum vitae provided by the faculty member. It is suggested that the personal self-evaluative narrative of the faculty member include a 1-2pp. executive summary summarizing these major accomplishments; in this executive summary, any major changes in the distribution of service, teaching, and research responsibilities over the review period should be noted. Other materials deemed by the faculty member to be applicable to their position and important to their record of accomplishments over the review period may be included.

c. Post-Tenure Review Committee

i. Composition

The department/unit will create a PTR Committee for each faculty member under review. This committee will consist of three (3) people. The Associate Dean for Academic Affairs will solicit a list of three potential PTR Committee members from the faculty member under review. These individuals will be rank ordered in order of preference, and must all be from the tenured faculty ranks. At least one reviewer will be selected from a list of three faculty members submitted by the faculty member under review. The faculty member will also be allowed to submit a list of up to two individuals whom the faculty member does not want to have participate on the PTR Committee.

The faculty member will select individuals for each list from a master list of eligible **tenured** faculty members. This master list will be kept up to date by the Administrative Services Manager of the School of Social Work under the supervision of the Associate Dean for Academic Affairs. The master list will also note the record of participation on PTR Committees of faculty members, to aid in the balancing of PTR Committee participation across the pool of eligible faculty members.

The selection of PTR Committee members will proceed as follows: The Associate Dean for Academic Affairs will select one individual from the preferred list of the faculty member being reviewed. This will ordinarily be the most-preferred individual listed by the faculty member being reviewed, unless that person is not eligible to serve. The Associate Dean of Academic Affairs, in collaboration with the Chair of the Promotion, Tenure, and Merit Committee will select additional committee members from the preferred list of the faculty member being reviewed. Due consideration will be given to developing a PTR Committee that is able to evaluate the substantive, methodological, and professional practice activities and contributions of the faculty member being reviewed.

Once the three **tenured** PTR Committee members have been identified as being eligible to serve, the Associate Dean for Academic Affairs, who will constitute the PTR Committee formally. The PTR Committee will then elect a committee chair. In selecting the PTR Committee chair, the Committee members and faculty being reviewed will ordinarily discuss and elect the individual best suited for the task.

The Chair of the PTM Committee will seek to balance PTR Committee assignments across eligible faculty members.

ii. Committee Review Procedures and Criteria

Refer to details on page 11 of the University PTR Procedures.

In addition to the criteria listed on p. 11 of the University PTR Procedures, other criteria of relevance for reviewing the faculty member under review include:

a. demonstration of growth and advancement in areas clearly related to the professional development of the faculty member;
b. mentoring of, provision of collegial support to, and sponsorship of faculty members and professional colleagues within the School of Social Work, university, and broader community; and
c. leadership of critical School, University, community, and/or professional initiatives.

The faculty member must be given the opportunity to review their file, including the PTR Committee reports and the Department Chair's letter and indicate they have done so by signing the form in Appendix PT-1, before the file is forwarded to the Dean. Information about the approval process and the form used to indicate approval is on page 13, section D-4.

Procedures for requesting reconsideration are outlined on pages 13-14 of the University PTR Procedures. In its evaluation, the PTR Committee will take into consideration changes in the distribution of service, teaching, and research responsibilities for the faculty member under review. Faculty members with significantly greater teaching and/or service responsibilities should not be expected by the PTR Committee to have the same research/scholarly record as faculty members with more customary teaching and/or service responsibilities.

In cases where a unanimous decision cannot be reached by the PTR Committee, the PTR Committee shall develop a report containing separate decisions reflecting majority and minority viewpoints. Each decision shall be supported by evidence drawn from the dossier of the faculty member under review.

PTR Committee report(s) and the dossier of the faculty member under review should be submitted to the Associate Dean for Academic Affairs, who will be responsible for ensuring that the School-wide PTR process is in compliance with university PTR guidelines.

iii. Role of the Department Chair/Designee

Refer to pages 12 and 13 of the University PTR Procedures. As the School of Social Work does not have formal departments or Department Chairs, the Associate Dean for Academic Affairs (as the Chair designee) will conduct the required second-stage review of the faculty member under review. This second-stage review will ensure that the faculty member's PTR committee has followed School and university PTR guidelines, has considered the faculty member's dossier, and that the committee's report is complete and uses the proper forms.

iv. Procedures for PTR of Department Chairs/Unit Heads and Program Directors

In situations involving PTR of program directors, the PTR process will be identical to that used for PTR of other faculty members, with administrative responsibilities considered as part of their service commitments.

v. Roles and Procedures for Administrative Review

Refer to guidelines on pages 14 and 15 of the University PTR Procedures.

d. The Professional Development Plan (PDP)

i. Summary of PDP

Refer to the University PTR Procedures, pages 16 and 17 for complete description of PDP. PDP goals must be clear, objective, and measurable.

The PDP is for faculty determined to not meet standards. The PDP can continue for up to three years with a fourth year available only under exceptional circumstances. Chair/Designee and faculty member jointly agree on PDP no later than 30 business days after PTR. See page 16 IX, B2 in the event consensus cannot be reached.

ii. The Role of the Dean

Refer to University PTR Procedures, pages 14-15.

iii. Progress and Resolution of PDP

Chair/Designee and faculty meet for a check-in every six (6) months for the duration of the PDP. Chair specifies the basis for approving/denying an extension of PDP. Faculty member submits completed report to the Department Chair. If Chair/Designee and faculty agree objectives are met, letter of completion and PDP report are forwarded to dean.

If the Chair/Designee and faculty member do not agree, the Chair writes letter to Dean indicating which objectives are not met. Faculty member may request in writing a conference

with the Chair within 10 working days of receipt of the Chair's letter. The PTR candidate may provide additional materials for review. Chair may reverse decision and submit revised letter to the Dean.

If faculty member refuses to comply with PDP they may be subject to sanctions pursuant to Article 27. Refer to guidelines on page 16 of the University PTR Procedures.

If the Chair and Dean agree PDP is complete, PTR salary increase will be effective the beginning of the next AY. PDP and information on how it was fulfilled must be signed within 20 working days of completion.

iv. Funding of PDP

Refer to the University PTR Procedures, page 18.

e. Assessment of PTR

A 'Statement of Assessment of PTR' will occur after second year of review by an ad hoc committee of faculty senate members.

In order to evaluate the adequacy, fairness, and rigor of the overall PTR process, the Associate Dean for Academic Affairs will solicit feedback annually from the following individuals: the Chair of the Promotion, Tenure, and Merit Committee; each faculty member being reviewed for PTR; and PTR Committee members.

VIII. Reviews for Adjunct Faculty and Academic Professionals

A. Adjunct Faculty

The review of Adjunct Faculty is the responsibility of relevant Program Directors (see Article 8, Section 2; Article 8, Section 7; & Article 8, Section 1.(f), PSUFA 2015-20 CBA).

An Adjunct faculty member who has been employed as either teaching or research Adjunct by PSU for 3 years or 20 credits, whichever occurs first, will be offered a professional evaluation by the Program Director of the primary program in which they teach or complete research. Evaluations are offered and completed during the term immediately following the one in which the faculty member has completed the requirements listed above. Once offered, the faculty member may choose whether or not to have an evaluation at that time.

If an Adjunct faculty member elects not to have an evaluation at that time, they will be offered another opportunity for an evaluation after they have been employed for an additional 2 years or 12 credits, whichever comes first.

There will be no repercussions for an Adjunct faculty member who elects not to have an evaluation. Future appointments will continue to be offered on a full academic year basis, once the faculty member has completed the initial requirements as set forth in Article 8, Section 2 in the PSUFA 2015-20 CBA. Adjunct faculty members who opt out may be offered a two-year appointment at the discretion of the Program Director.

Professional evaluations are for providing feedback and developmental guidance to Adjunct faculty members and to determine if a two-year appointment is appropriate. This process will not be used for the purposes of discipline or discharge of an employee. Information about the process for professional evaluations will be referenced at the time of hire in each Adjunct faculty members' letter of appointment.

Evaluations will be based on the following materials:

- Current CV or Resume;
- Summary of student evaluations with a short-written reflection (not applicable to research faculty);
- Short statement on teaching or research experience and/or why they teach; and
- A current syllabus for each course taught during the corresponding academic year (not applicable for research faculty).

In addition to the material listed above, the Adjunct faculty member must provide two items from the list below. The faculty member may choose which of these to provide and is encouraged to discuss this selection with the Program Director:

- Classroom observation by a peer of the faculty member's choice;
- Letter of support by a peer of the faculty member's choice;
- Examples of special assignments, projects, or research; and/or
- Description of how the faculty member is staying current in their field.

Evaluation results will be shared in writing and will be signed by the Program Director upon completion. The Adjunct faculty member will be given the opportunity to acknowledge the evaluation results and/or create a written response. Upon request of either party, the results will be shared at an in-person meeting. Any Adjunct faculty member's written response to the evaluation process will be attached to the evaluation documents. Any written evaluation or record of an observation will be included in the Employee's personnel file and must comply with provisions of Article 9 in the 2015-2020 Collective Bargaining Agreement (Personnel files).

Once an Adjunct faculty member has received a successful evaluation, future appointments will be offered for a term of two academic years, subject to the provisions of Article 8, Section 2 in the PSUFA 2015-2020 CBA. Further evaluations may be conducted every four years if initiated by the Program Director. Evaluations will follow the process outlined in the Article 7, Section 7 (PSUFA CBA 2015-2020).

A faculty member who receives a negative evaluation will not be issued a two-year contract, but will be offered the opportunity to teach one additional course and offered re-evaluation upon completion of the course. All negative evaluations must include a written explanation of the reasons for the evaluation result and a statement that the faculty member is not eligible for a two-year contract. An Adjunct faculty member who is not eligible for a two-year contract as a result of a negative evaluation may appeal, subject to the process as set forth below.

1. Adjunct Evaluation Appeal Process

For the purpose of this appeal process, information provided by email will be considered to have been submitted in writing. An Adjunct faculty member who receives an evaluation that

results in the School not offering that faculty member a two-year appointment may appeal to the Associate Dean for Academic Affairs within 10 days. The Associate Dean for Academic Affairs shall provide a written response within five days of receiving an appeal.

If the faculty member is dissatisfied with the Associate Dean for Academic Affairs' decision, the faculty member may appeal to the Dean, with a copy to the Associate Dean for Academic Affairs, within 10 days after receiving the Associate Dean for Academic Affairs' appeal response. Within five days after receipt of the appeal to the Dean, the Associate Dean for Academic Affairs shall provide the Dean with all documents pertinent to the evaluation, with a copy to the Adjunct faculty member. The Adjunct faculty member may file a written explanation in support of their position. The Dean will render their decision in writing within five business days of receiving the required documentation. The Dean's decision is final.

B.   Academic Professionals

The review of Academic Professionals is the responsibility of the Dean (see Article 17, section 8 of the PSUFA 2015-2020 CBA). PSU Human Resources website provides details for [evaluating Academic Professionals](#):

Annual performance reviews for Academic Professional Evaluations in accordance with the PSUFA 2015-2020 CBA (Section 8) states:

i.   All Academic Professionals shall have annual performance reviews (evaluations). The performance review year will be the preceding 12 months. A calendar for the performance evaluation cycle shall be established and published at the same time as the promotion and tenure review cycle. Academic Professionals on one-year appointments shall be reviewed annually.

ii. Each division, school, or college is required, with the participation of the appropriate academic professional employees, to establish specific written job-relevant criteria supporting the achievement of program, division, school or college, and university goals as well as professional growth of individuals. Such evaluation methods and criteria should be clear and unambiguous, but also flexible; so that, when an Academic Professional's assignment is in multiple areas such as teaching, research, administration, and service, the evaluation will address all appropriate areas.

iii. Performance evaluations should promote the effectiveness of Academic Professionals by:
   a. Articulating the types of contributions that will lead to greater professional growth, recognition, and rewards;
   b. Recognizing relevant talents, capabilities, and achievements;
   c. Identifying job performances that were below expectations that shall be addressed during the next evaluation period.

iv. Performance evaluations shall document in writing consideration of:
   a. Job performance relative to established criteria during the evaluation period;
   b. Professional development and future expectations.

The Provost, or other relevant vice president, vice provost, or dean of each division, school, or college is responsible for an annual evaluation of all Academic Professionals employed within their unit. The evaluation shall be conducted according to the guidelines established by the University. The guidelines shall be available on the Office of Human Resources website. The

University will seek input from Academic Professionals and the Association if substantial changes are contemplated.

Appendix 1: Review Cover Sheet NTTF Research Assistant and Associate of all Levels

Review Report Cover Signature Sheet
for
Non-Tenure Track Research Assistant and Associates

Center for the Improvement of Services to Children and Families
Regional Research Institute for Human Services
Updated 10/26/2017

Employee:
Supervisor:
Review Committee Member(s):
Date of Review Meeting:
Materials attached:

    ____ **Employee Activity Summary**
    ____ **Supervisor Summary**
    ____ **Goal Statement**
    ____ **Documents from Community Partner (to provide additional input; optional)**
    ____ **Other:** *specify*
    ____ **Other:** *specify*
    ____ **Other:** *specify*
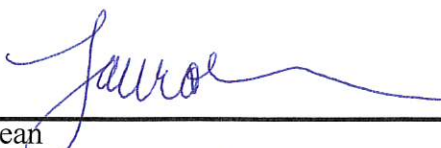
Signatures:

Employee	**Date**

Supervisor	**Date**

Committee Member(s)	**Date**

Committee Member(s)	**Date**

Executive Director/ Director	**Date**

SSW Dean/ SSW Associate Dean	**Date**

SIGNATURE PAGE

School of Social Work Promotion, Tenure & Merit Guidelines
Revised February 25, 2019

_N/A_

_____   _____

Department/Division Chair   Date

Lauroe   3·18·2019

_____   _____

Dean   Date

Academic Affairs Approval:

Nelly Chabon   5-8-19

_____   _____

Vice Provost for Academic Personnel and Leadership Development   Date