

College of Social Work
Tenure and Promotion Procedures and Criteria
Approved by COSW Tenure and Promotion Committee March 15, 2010
Approved by University Committee on Tenure and Promotion (UCTP) March 15, 2010

Tenure and promotion procedures are set forth in *The Faculty Manual* of the University of South Carolina. Though *The Faculty Manual* provides guidelines for department and college policy, it is the responsibility of each college to formulate specific procedures and criteria for tenure and promotion. This document details the procedures and criteria to be used by the College of Social Work to implement University guidelines.

The College of Social Work is committed to the policy and practice of affirmative action and equal opportunity in education and employment for all qualified persons regardless of race, color, religion, gender, national origin, age, disability, or sexual orientation.

Procedures for Tenure and Promotion

I. Right to Be Considered

Each year all untenured faculty members are considered for tenure and all faculty members below the full professor rank for promotion unless the candidate waives this right. A candidate may waive the right to consideration by submitting to the dean in writing his/her desire not to be considered. However, a faculty member may not waive his/her candidacy in the decision year.

II. Tenure and Promotion Committee Composition

The College has a tenure and promotion committee of the whole comprised of all tenured faculty members of the College. All tenured faculty of a rank equal to or higher than that of the candidate will comprise the tenure and promotion committee to evaluate faculty members for tenure. All tenured faculty members of higher rank than the candidate will comprise the tenure and promotion committee to evaluate faculty members for promotion.

No committee may have fewer than five members. The College will add members of appropriate rank and tenure from other academic units of the University when this minimum number is unavailable from its own faculty. The dean of the College shall not serve as a member of the committee.

A chairperson and a secretary of the committee are elected by majority vote of the committee of the whole for a two-year period. Both must be a tenured full professors. If the chairperson is unable to fulfill his/her duties, the secretary will do so.

III. Duties of the Chairperson and Secretary

The chairperson is responsible for the following duties:

1. Call meetings as necessary to conduct committee business.

2. For candidates who request this, appoint a committee member to assist in preparing their files.
3. Select a senior committee member to summarize candidates' teaching evaluations. Documents of candidates teaching must include a narrative summary of the teaching evaluations. The summary will include the following:
 - Information about the typical teaching load in the unit. If the candidate's teaching load deviates significantly from that which is typical an explanation should be given.
 - A complete explanation of numerical ratings. When numerical ratings are used, the meaning of the numbers must be clear.
 - A full explanation if it is felt that the student evaluations do not accurately portray the quality of the candidate's teaching.
 - Information about instructional responsibilities to MSW and PhD students and the number of PhD candidates that are supervised by candidate. If candidate's supervision of PhD students is less than might be expected, an explanation should be given.
 - Information about peer evaluation of teaching. Peer evaluation is required annually for untenured assistant and associate professors and for tenured associate professors who will soon be eligible for promotion.
4. Maintain the security of files.
5. In a timely manner, oversee selection of referees, secure letters from candidates' referees, add copies of the letters sent to referees requesting their review, and add review letters to candidates' files.
6. Make files of the candidates available to all eligible faculty for examination and maintain a log which faculty members must initial to indicate their having reviewed the files (accomplished through the dean's secretary).
7. Conduct the voting meeting prior to the deadline mandated by the University calendar.
8. Arrange for any absentee voting, including voting by faculty on sabbatical.
9. Forward completed files and ballots to the dean.
10. Promptly notify candidates of committee decisions, whether positive or negative.
11. If the committee vote is negative, upon request by the candidate, shall provide (without attributions) a synopsis of the discussion and an indication of the strength of the vote of the committee.
12. If the committee vote is negative, notify the candidate that s/he can request in writing to the chair of the T&P committee for the file to go forward through all appropriate channels.
13. If the committee vote is positive, notify College faculty and invite them to submit letters before a candidate's file goes forward.

14. Keep adequate files of the tenure and promotion committee, including past and current minutes, criteria and procedures, information on referees, University documents related to tenure and promotion, and letters. In addition, assure that any letters or other materials that must remain confidential are filed in a manner and place that ensures confidentiality.

The secretary is responsible for the following duties:

1. Record minutes at meetings.
2. Count ballots.
3. Serve as the chair if the chair is unable to fulfill duties.

IV. Assembling the File

It is the responsibility of the candidate to assemble his/her file in accordance with University Tenure and Promotion Guide to Criteria and Procedures. The committee chair shall appoint a committee member to be available to assist the candidate in preparing his /her file according to the correct format. The candidate should submit the file to the committee chair for review before the final submission.

In addition to the material required by the *University Tenure and Promotion Guide to Criteria and Procedures*, the file may include

- a. personal statement, which COSW strongly encourages
- b. supporting documentation
- c. letters of reference
- d. creative works
- e. progress toward tenure and promotion annual reviews
- f. annual administrative reviews
- g. any additional information the candidate chooses to include

In addition to the complete file, the candidate will prepare five sets of documents pertaining to scholarship for review by external referees. The set of documents must include:

- a. criteria under which the candidate is to be reviewed
- b. current curriculum vitae, including personal statement
- c. copies of publications and other scholarly efforts as determined by the candidate

The candidate must deliver the complete file and the five sets of documents for external referees to the Office of the Dean by the due date specified by the College Tenure and Promotion Committee. The chairperson of the College Tenure and Promotion Committee should be notified by the candidate that this has been done.

The candidate may not insert additional materials in the file after the due date, but may provide productivity updates about work referenced on the curriculum vitae, such as acceptance of manuscripts under review. The chair shall add the updates to the file.

It is the responsibility of the chairperson of the College Tenure and Promotion Committee to add letters from external referees and a summary and interpretation of teaching evaluations to the primary file before it is reviewed by the Committee. In addition, material information arising as a consequence of actions taken prior to the unit vote (e.g., notification of acceptance or publication of a manuscript referred to in the file, late arriving letters from referees) may be added.

Any other letters not supplied by the candidate are to be added to the file by the dean.

V. Selection of Referees and Obtaining Letters

Early in the spring semester (fall semester for mid-year considerations) preceding consideration of tenure or promotion, committee members will begin to generate a list of appropriate external referees for each candidate. Suggested referees should be recognized scholars in relevant areas from peer institutions of high merit. Normally, referees will be a tenured faculty member of a graduate school of social work and of a rank equal to or higher than that of the candidate. Referees should be as objective and as independent of the candidate as possible. To avoid any conflict of interest, referees should not include the candidate's former instructors, dissertation directors, fellow students, colleagues with whom the candidate has served at other institutions, co-authors, or co-investigators.

Five referees will be chosen by the committee to review the files of each candidate, using the following process:

- a. Before committee selection of the required five referees, the complete list of COSW external reviewers will be submitted to the candidate so s/he may strike from the list any that are not independent of the candidate and might thus involve a conflict of interest. Reason for the strike should be stated briefly in writing to the T&P Chair.
- b. The committee will select five referees from the list of External Reviewers after candidate has had the opportunity to strike names for conflict of interest. The committee will also select alternates that may be contacted if any of the first five are not obtained.
- c. If the chairperson's contacts do not result in five referees suggested by committee members that will agree to serve, the chairperson will request new names from the committee, and the process will be repeated until five referees are obtained. Approval of any referees will require a majority (at least 51%) vote of the committee.

The chairperson will send materials to referees for their review. These shall include at least

- a. criteria under which the candidate is to be reviewed
- b. current curriculum vitae, including personal statement
- c. copies of publications and other scholarly efforts as determined by the candidate

The role of the referee will be to review and evaluate the candidate's scholarship and research.

VI. Consideration of and Voting on Files

The tenure and promotion committee will meet to consider and discuss files in the fall before the deadline date for unit vote, based on the appropriate University tenure and promotion calendar. It

is the responsibility of each committee member to carefully review the candidate's file before the meeting and to indicate so by initialing the log.

Voting

Discussion of each candidate's file will be followed by a secret-ballot vote. Committee members may vote "yes," "no," or "abstain" on each issue presented. In addition, faculty are required to give written rationale, specifically related to the criteria, to support their votes. Written rationales are to be turned in to the secretary or other appointed committee member at the meeting or as soon as reasonably possible thereafter.

Proxy votes are not allowed. Votes received after the meeting will be counted as abstentions. Oral votes and votes of faculty absent from the meeting and not voting absentee will not be counted.

Absentee Voting

Any faculty member who will be on official leave (sabbatical leave or LWOP) during the proceedings of the tenure and promotion committee retains the right to vote if he/she notified the chair in writing before beginning the leave and is familiar with the evidence. The faculty member may choose to have any or all candidates' curriculum vitae and other pertinent information mailed to him/her. Included in this mailing, if appropriate, will be ballots identical to those used by other members of the tenure and promotion committee. The faculty member on sabbatical leave may respond in writing. Copies of external referees' letters will not be mailed to the faculty member but may be read over the telephone to him/her by the chairperson of the tenure and promotion committee.

For other absences, a legitimate reason must be presented and the faculty member must be familiar with the evidence. In such cases, sealed absentee ballots delivered in advance of the meeting to the chairperson will be allowed.

Tallying the Vote

Votes will be counted by the secretary (or, in the absence of the secretary, a committee member appointed by the chairperson) and one other member. Abstentions will be recorded but not counted in the total number of votes in determining if the candidate has a majority.

A favorable recommendation for tenure or promotion requires a positive vote from at least a 51% majority of eligible voters, exclusive of those not voting or abstaining. A negative recommendation for tenure or promotion does not prejudice subsequent consideration.

VII. Post-Meeting Activities

Following the meeting in which a vote is taken, the candidate's file and ballots will be forwarded to the Dean by the date specified in the appropriate T&P Calendar.

The T&P chair will notify candidates in writing of the recommendation of the committee. If the recommendation is favorable for tenure and/or promotion, the T&P Chair will also notify in writing all faculty and will invite them to submit letters for inclusion in the candidate's file. If the vote is negative, the T&P Chair will notify the candidate that she or he can make a written request to the T&P Chair that the file go forward through all appropriate channels.

The Dean adds his/her recommendation and then will forward the file, including ballots, to the Provost's Office.

A negative recommendation may be appealed by the candidate as specified in the *Faculty Manual*.

VIII. Time Lines

At the time specified by the University Tenure and Promotion Calendar, the Dean will notify all eligible faculty in writing asking them to notify him/her in writing within two weeks whether or not they will request tenure and/or promotion during the coming academic year. Upon notification by faculty, the Dean immediately notifies in writing the College Tenure and Promotion Chair.

“Eligible faculty” means all tenure track faculty who are not tenured (eligible for tenure) and all faculty below the rank of full professor (eligible for promotion).

As soon as candidates have been determined, a memo will go out to all committee members eligible to vote on the candidate, asking that they consider potential referees. Faculty will be asked to provide name, academic institution, rank, and area of expertise of each person they suggest.

Upon declaration of candidacy, candidates will be given the opportunity to strike names from the master list of external referees who represent conflicts of interest for the candidate.

The committee will meet at least one month before the end of the spring semester to select five referees (and alternates) for each candidate. This will allow the Chair to begin contacting referees before the end of the spring semester.

The committee will meet at least one month before the end of the spring semester of the year to elect (every other year) the chairperson and secretary for a two-year term to begin serving the summer following the spring semester during which they are elected.

See the University's annual tenure and promotion calendar (<http://www.sc.edu/tenure>) for additional dates.

IX. Safeguarding Information

All deliberations, records, letters, and individual votes in relation to tenure and or promotion decisions are highly confidential. To ensure confidentiality

- a. committee members shall not divulge, orally or in writing, any information outside the tenure and promotion committee meeting regarding individuals' files, deliberations, or decisions;
- b. votes of individual committee members need not be signed; and
- c. any written record of deliberations will be kept in a locked file.

X. See *University Committee on Tenure and Promotion Guide to Criteria and Procedures and the USC Columbia Faculty Manual* for Additional Information

Criteria for Tenure and Promotion

The College of Social Work is committed to achievement in research and scholarship, teaching and service. The evaluation of candidates for tenure and/or promotion is based on their performance in three areas: (1) research and scholarship; (2) teaching; and (3) service. Research and scholarship and teaching are weighed most heavily in tenure and promotion decisions. Service is necessary but not sufficient for tenure and promotion.

The candidate's performance should be consistent with that of faculty members of comparable rank at major research universities. The College recognizes that individual candidates will exhibit different strengths and does not expect each candidate to demonstrate outstanding achievement in all three of these areas. All candidates for tenure and/or promotion should have a record of consistent and durable accomplishment indicative of continuing development of the faculty member in research, teaching, and service. This record should provide evidence of a coherent and unique body of work integrating teaching, research and scholarship, and service which is consistent with the performance of other social work faculty in peer universities. All tenured and tenure-track faculty are expected to adhere to the current Code of Ethics of the National Association of Social Workers. The NASW Code of Ethics (<http://www.naswdc.org/pubs/code/default.asp>) sets forth values, ethical principles, and ethical standards upon which the profession is based, to which social workers aspire and by which their actions can be judged. Professional ethics are at the core of social work. These core values and accompanying ethical principles, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- 1) *Service*: Social workers' primary goal is to help people in need and to address social problem by elevating service to others above self-interest;
- 2) *Social Justice*: Social workers challenge social injustice and pursue social change;
- 3) *Dignity and Worth of the Person*: Social workers respect the inherent dignity and worth of the person by promoting clients' socially responsible self-determination while being mindful of individual differences and cultural and ethnic diversity.
- 4) *Importance of Human Relationships*: Social workers recognize the centrality of human relationships by engaging with people as partners in pursuit of social change.
- 5) *Integrity*: Social workers behave in a trustworthy manner, by acting honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.
- 6) *Competence*: Social workers practice within their areas of competence, develop and enhance their professional expertise, and aspire to contribute to the knowledge base of the profession.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Work performed during the time on tenure track at the University of South Carolina will be given priority consideration in tenure and promotion review, and scholarly productivity prior to coming to USC will be given secondary consideration. Consistency and durability are relevant factors in evaluating faculty for tenure and promotion. Thus, length of service which a faculty member has completed at a given rank is a valid consideration in making recommendations.

The College does not offer tenure at the level of assistant professor. Requirements for tenure at the level of associate or full professor are the same as for promotion to those ranks.

Promotion to and/or Tenure at Associate Professor

The candidate for promotion to and/or tenure at the rank of associate professor must demonstrate **effective** performance in the areas of teaching, scholarship and service. The candidate must demonstrate strong potential for further development as a teacher and scholar. Effective performance is operationalized below for research and scholarship, teaching, and service.

Promotion to and/or Tenure at Professor

The candidate for promotion to and/or tenure at the rank of professor must demonstrate **outstanding** performance in scholarship and one other area, either teaching or service, with **effective or outstanding** performance in the other area (teaching or service). Effective and outstanding performance are operationalized below for research and scholarship, teaching, and service.

Research and Scholarship

Candidates for tenure and/or promotion are expected to have developed a sustained program of research and scholarship that is guided by a significant set of theoretical or substantive issues in her/his special field or interdisciplinary area and promotes social welfare and the mission of social work. As a professional school, the College values as scholarship both the generation of new knowledge and the dissemination of existing knowledge in ways that significantly inform and shape professional practice. The generation of new knowledge is defined as expanding the understanding of social problems and effective solutions through observation and experimentation. The dissemination of existing knowledge is defined as expanding the understanding of social problems and effective solutions through the translation of innovative ideas from social work and other professions or disciplines for diverse audiences. Whether through development of new knowledge or dissemination of existing knowledge, the impact of scholarship on the profession is considered fundamental.

The college values leadership and independent thought in scholarly productivity. The candidate should demonstrate development of a clearly focused original research agenda. Collaborative and solo scholarship are both highly valued. When a candidate produces work collaboratively, the percentage and unique nature of the contribution made by the candidate to the work should be indicated on the curriculum vita.

To receive an **effective** rating, a candidate is expected to show a sustained program of research as demonstrated through either a focus in the primary category or spread across the primary and secondary categories with stronger representation in the primary category. In either category, quantity and quality of the work are both important, with quality emphasized. The candidate's body of work as a whole must demonstrate evidence of recognized impact on her/his field of specialization or interdisciplinary area and show promise of increasing significance. Applications for and receipt of external or internal funding are recognized as important criteria, however they are neither necessary nor sufficient for receiving a rating of "effective."

To receive an **outstanding** rating in research and scholarship, a candidate must meet the criteria for **effective** scholarship, maintain a continuing record of peer-reviewed scholarly activity predominantly in the primary category, demonstrate evidence of national or international stature in the candidate's field, and have a clearly defined focus for scholarship that has brought recognition as an expert.

The following items (not in order of significance) constitute research and/or scholarship, although candidacy need not be supported by all items listed:

Primary

- a. articles in refereed journals viewed as significant publication outlets in social work or the candidate's specialty
- b. authored books or monographs that show evidence of reconceptualization or original work
- c. book chapters that show evidence of reconceptualization or original work
- d. extramural competitively funded grants are encouraged, but are not required for tenure and or promotion.
- e. edited books that show evidence of reconceptualization or original work

Secondary

- a. monographs that compile existing knowledge
- b. grants and contracts from USC sources or sources that do not fit category A(d) above
- c. presentations at national and/or international professional and scholarly meetings
- d. colloquium presentations at universities
- e. published book reviews
- f. technical reports of research
- g. editorship of a professional journal
- h. serving as a reviewer or editorial board member for a professional journal
- i. research-related activities at the regional or national level such as reviewing grants, conference abstracts, and manuscripts and organizing symposia

- j. original training curricula and educational materials

Teaching

A record of sustained effective performance in the area of teaching is required of all tenure and promotion candidates.

Effective teaching is defined as:

1. overall positive peer evaluations;
2. overall positive field instructor evaluations;
3. consistent contribution to curriculum, sequence and course development and evaluation;
4. improving or predominant pattern of class ratings of 3.0 or higher (4.0 scale) on the global rating item in the student evaluations; and
5. membership on one or more doctoral dissertation committees.

Outstanding teaching is defined as:

1. overall positive peer evaluations;
2. overall positive field instructor evaluations;
3. overall pattern of class ratings of 3.5 or higher (4.0 scale) on the global rating item in the student evaluations;
4. serving as a sequence or content coordinator on the College's Curriculum Committee;
5. new course development; and
6. chairing one or more completed doctoral dissertations.

Teaching includes a full range of activities engaged in by the faculty member. The following activities fall within this area. (The list is not exhaustive; candidacy need not be supported by all items listed.)

- a. teaching of undergraduate courses
- b. teaching of graduate courses
- c. serving as field liaison and/or field supervisor
- d. supervising dissertations and comprehensive projects (chairing/serving)
- e. supervising independent study projects
- f. establishing and maintaining effective relationships with students, including effective student advisement and maintaining adequate office hours or appointment opportunities for students
- g. participating in course development, which includes innovative teaching, preparation of new courses, and participating in course organization

- h. developing and appropriately using technology in the classroom and otherwise supporting teaching through course management software, web sites, and other state-of-the-art technological advances
- i. engaging in planned activities to improve teaching effectiveness

The College recognizes certain behaviors that characterize effective teaching, and these are to be addressed in evaluations of teaching effectiveness. The effective teacher

- a. maintains up-to-date knowledge in his/her topic areas
- b. covers required material, adhering to course syllabi and Council on Social Work Education Curriculum Policy Statement standards
- c. organizes material well, structuring class sessions in a way that is conducive to learning
- d. presents concepts with clarity, in a manner that is understandable by students
- e. uses an engaging instructional style that stimulates interest and thought, pacing material well
- f. uses a variety of techniques, and makes appropriate use of technology
- g. responds appropriately to questions from students
- h. interacts with students (including those with special educational challenges) in a manner that is educationally appropriate and motivates them toward learning
- i. maintains rigor, teaching at the appropriate level
- j. evaluates students fairly and appropriately

The following are examples of optional evidence of teaching effectiveness that may be used:

- a. number and quality (as judged by peers) of completed dissertations and other projects supervised
- b. contributions through reading dissertations, serving as member of committees
- c. active involvement in advising students
- d. mentoring students
- e. written statements from former students identifying the candidate as having made a significant contribution to their professional development
- f. documentation of participation in activities designed to improve teaching effectiveness
- g. receipt of teaching awards
- h. written statements from other faculty (particularly those in leadership positions in relation to curriculum) describing the quality of contributions to course and syllabus development
- i. quality of course syllabi (appropriate in depth and breadth) and other supporting materials for courses developed and taught
- j. demonstration of positive impact on curriculum development and of making an active contribution to curriculum-development teams
- k. innovations in teaching and curriculum development, including innovations in technology for teaching

- l. written statements from students that the candidate made a positive impact on their careers
- m. evidence that the candidate made a positive impact on a student's professional life as demonstrated by student accomplishments attributable to teaching quality

Service

A record of sustained, effective service is required of all candidates. The College encourages an increasing level of responsibility and leadership with increasing rank. Faculty are expected to make contributions in the area of service to the College, the University, the profession, and the larger society (at the community, state, national and/or international levels).

Effective service is defined as productive and sustained involvement in service to the College and also either the University, profession, or the larger society. Descriptors of effective service include but are not limited to: (1) regular, conscientious and valuable service contributions in more than one area; (2) service to the College that is highly regarded by peers; and (3) involvement in professional, community or societal service that brings credit to the College and University. **Outstanding** service must meet the criteria for **effective** service and must demonstrate productive and sustained leadership in the University and profession or larger society. In addition to the criteria for effective service, outstanding service is defined as assumption of leadership roles and responsibility within the College, University, the profession or larger society.

Examples of service activities are provided below. (The list is not exhaustive; candidacy need not be supported by all items listed.)

College and University Service

- a. participating on or chairing a College committee
- b. participating on or chairing a University committee
- c. directing of a College program, clinic, center, lab, or institute
- d. directing of a University program, clinic, center, or institute
- e. providing formal and informal support and assistance to other faculty

Professional, Community, or Societal Service

- a. providing consultation to local, state, federal, or international agencies
- b. making a presentation to a community group
- c. serving on an agency board of directors, community task force, and/or committee
- d. serving on a national or state professional task force or committee
- e. engaging in professional practice in the community which advances the candidate's teaching and scholarly competence
- f. serving as an officer of international, national, regional, or state professional organizations or associations

- g. serving as a committee chair or member of international, national, or state professional associations
- h. providing leadership in a professional conference or institute
- i. making a presentation that disseminates knowledge and represents a contribution to the profession or community (e.g., conference proceedings)
- j. serving on an editorial board or review panel

The quality of service may be judged by the following evidence. (The list is not exhaustive; candidacy need not be supported by all items listed.)

- a. documentation by the candidate that may include reports from individuals who were the recipients of the service or who were otherwise knowledgeable about the service
- b. local, state, national, or international service awards or recognition
- c. recognition by election or appointment to a leadership position in a professional or community organization