

Appointment, Tenure and Promotion Procedures and Criteria for the
School of Social Work, University of Memphis

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I. Mission of the School of Social Work

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, community outreach and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns. The School of Social Work has as its focus excellent teaching, community outreach, service and engaged scholarship.

A. Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context. The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice, as encoded in the NASW Code of Ethics. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

B. Purposes of Social Work Education

Consistent with the Council on Social Work Education (CSWE) standards, the purposes of the School of Social Work are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

C. Vision and Mission of the UofM School of Social Work

The vision of the School of Social Work is to be a leader in social work education by preparing students with cutting-edge social work skills necessary to practice in complex settings; creating knowledge through research and engaged scholarship; reducing poverty, inequality, and social and economic injustice through evidence-based practices; and addressing the needs of the Mid-South within a global perspective.

The mission of the Bachelor of Arts in Social Work (BASW) program is to train entry-level social workers for generalist practice. The program defines “generalist social work” as a comprehensive orientation to all client problems, and a comprehensive approach to the range of client systems.

The mission of the Master of Social Work (MSW) Program is to educate advanced professional social workers for practice with at-risk populations, particularly children and families. The program's many goals include producing graduates who possess advanced knowledge, values and skills to provide leadership with and on behalf of children and families.

II. General Guidelines

This section describes and defines the process and general guidelines. Faculty ranks are listed in the table below and described later in this document.

| Tenure-Track | Non-Tenure-Track |
|----------------------------|---|
| Assistant Professor | Assistant Professor of Teaching Assistant Professor of Teaching and Coordination Clinical Assistant Professor Research Assistant Professor |
| Associate Professor | Associate Professor of Teaching Associate Professor of Teaching and Coordination Clinical Associate Professor Research Associate Professor |
| Professor | Professor of Teaching Professor of Teaching and Coordination Clinical Professor Research Professor |

A. Tenure and Promotion Committee

The School Tenure and Promotion Committee will assess the quality of each candidate’s contributions and accomplishments in the three areas of teaching, scholarship, and service, both during the midterm review and in application for tenure and/or promotion.

The standards for promotion and tenure for the School of Social Work, subject to the University’s Faculty Handbook, will guide the activities of the program’s tenure and promotion committee. The faculty of the School of Social Work has formally adopted these standards.

Standards for promotion and tenure cannot be exactly drawn. The professional judgment of peers must be respected in the interpretation of what constitutes effective compliance with such standards. Professional judgments relating to tenure request must be formulated in the context of the needs of the school and the university. Professional judgments relative to promotion must be formulated within the context of the candidate’s work assignment.

In a professional program, it is appropriate to consider academic and professional areas of competence in evaluation of request for promotion and tenure. As members of the social work profession, it is especially important for faculty to demonstrate their ongoing concern with social

welfare issues and the conditions which impact on the lives of persons in the larger community. Consistent with this philosophy the School of Social Work views engaged scholarship as a primary focus for research and contributions to knowledge.

Full and comprehensive evaluation is necessary to assure that the University of Memphis has a high-quality faculty. Consequently, effective faculty evaluation processes require dialogue between faculty and University academic leaders regarding both academic discipline and University expectations. Approved tenure and promotion criteria should be stated as clearly and fully as possible to create shared understandings of expectations on the part of the candidates and for all those who will participate in the evaluation process. Clear guidelines and continued dialogue about what is expected should aid in assuring an open, frank, and appropriate process.

The School of Social Work recognizes teaching, research, and service (i.e., community outreach) as the three primary and equal areas upon which to evaluate candidates for tenure and promotion. The School guidelines presented here reflect the general expectations of faculty performance in these three critical areas. Social Work values collaboration, and as a result, collaborative research products are in harmony with these values.

The tenure and promotion procedures and criteria for the School of Social Work are consistent with the expectations established for faculty of the University of Memphis and the College of Arts and Sciences. Tenure and Promotion Guidelines will be reviewed periodically by the faculty of the School. Guidelines will be modified based on changes in University policy which supersede School policy, or by majority vote of faculty in the School. This policy statement is designed to provide faculty with an outline for the implementation of the guidelines set forth in the University of Memphis Faculty Handbook and further described in the guidelines set forth by the College of Arts and Sciences. It is important that faculty familiarize themselves with both the University and College expectations for promotion and tenure, and with all the duties and privileges established by those entities.

B. Composition

The School Tenure and Promotion Committee will consist of all tenure-track full-time faculty within the School, except the Chair, at the rank of Associate Professor or above. Only faculty with a rank equal to or higher than that to which the candidate aspires will vote on the application. Other School faculty may be consulted as deemed necessary by the Committee.

In the event that fewer than three faculty members within the School of Social Work meet the qualifications for voting membership, the School Chair, in consultation with the School Tenure and Promotion Committee, will develop a committee of no fewer than three voting members. The School Chair will include in his/her report to the Dean the rationale for the choice of committee members outside the School. The outside members' curriculum vitae will be included for this purpose. Faculty from outside the School of Social Work must:

- be full-time faculty with a rank equal to or higher than that to which the candidate aspires.
- conduct scholarship and/or teaching in a disciplinary area similar to that of the candidate.
- come from other units best positioned to evaluate the candidate.

Also, in the case that a spouse or other close relative is a member of the committee, including parents, children, grandparents, son in-law, or daughter in-law, these individuals will be excused from both the Committee discussion and vote.

C. Committee Process (Procedures)

The School Tenure and Promotion Committee will share the responsibilities of overseeing candidates applying for tenure and/or promotion in the School of Social Work. This will be accomplished by committee members each volunteering to preside over one applicant's dossier review, discussion and written recommendation that is endorsed by the committee and sent to the School Chair.

A chairperson will serve for each tenure and promotion candidate from the committee members. The chairperson's responsibilities will include leading the meeting (or part of the meeting) in which the tenure and promotion candidate is reviewed and discussed, preparing the formal recommendation report with its rationale, and submitting the Committee's report to the School Chair in accordance with the College calendar. The written report of the Committee will be drafted by the Chairperson and reviewed and approved by all committee members. Any member of the School Tenure and Promotion Committee may submit a minority statement on any candidate. All statements will be appended to the candidate's application and forwarded to the School Chair.

A quorum, consisting of two-thirds of the members and no fewer than three members, must be present for the Committee to convene and deliberate. To vote on tenure and promotion, a member of the Committee must have examined the candidate's dossier and taken part in the Committee's discussion of that candidate. Voting will be conducted by secret ballot under the supervision of the Committee's chair. Any committee members sitting on other formal promotion and tenure committees which may be required to review and vote on a given candidate must choose on which level they wish to vote; no member can vote at more than one level of the process for a particular candidate.

Faculty members may participate in the voting process only if they have had the opportunity to fully evaluate the candidate's dossier and are present for the committee meetings. In addition, faculty members on leave for the fall semester may participate in the voting process only if they have had the opportunity to fully evaluate the candidate's dossier and are present for the committee meetings. Members of the committee who are candidates for promotion will absent themselves from the discussions and votes on their own candidacy. The School Chair will review the candidate's dossier and complete an independent evaluation of the candidate. The School Chair will prepare a written recommendation for or against tenure and/or promotion, and both reports will be forwarded to the Dean.

D. Annual Faculty Review

The School Chair evaluates all faculty members annually and the results are used for decisions relating to tenure and promotion. Copies of the annual reviews will be included in the tenure/promotion dossier. This is to include both the faculty member's self-review and the comments of the School Chair. The annual review should assess the faculty member's accomplishments during the prior calendar year and establish a plan of activities for the forthcoming year, or longer if appropriate. The review will consider performance in all areas as necessary and relevant to the position; teaching, advising/mentoring, scholarship/creative activities, support, outreach, and service reported in the Faculty Evaluation and Planning document.

The review process begins with the faculty member completing the required form, updating one's university curriculum vitae, using the University's format requirements. Faculty members will append supportive documentation as well as a thoughtful summary that documents both their accomplishments and forthcoming plans. The performance summary should include an explanation of how these activities support the School and University missions. Faculty members may formally respond to any aspect of the evaluation by commenting on their evaluation and planning form before submission to the School Chair. The School Chair will provide explicit feedback to each tenure-track faculty member regarding progress toward tenure and promotion. This will include comments on teaching, research, and service. The Chair's signature on the planning report indicates approval of the faculty member's plan.

E. Tenure-Track Requirements

Tenure-track faculty members will be appointed at the assistant professor level or above. Full-time faculty members receive one-year, renewable contracts during the six-year probationary period. The School Chair will recommend regular renewal of these contracts unless performance in teaching,

research, or service is unsatisfactory. Procedures related to non-renewal of contracts will be consistent with the policies and procedures described in the University of Memphis faculty handbook. As faculty members begin year six of a probationary period, they must make application for tenure and promotion to associate professor if they have not already attained that rank. Faculty must meet the qualifications as described in the Tenure and Promotion Guidelines in effect at the time of their application for tenure and/or promotion. Exceptions to the minimum probationary period are discussed in the faculty handbook. Faculty members who have not been promoted to associate professor and approved for tenure will not have their contracts renewed at the end of the probationary period. However, they will be rehired for the following year on a one-year, nonrenewable contract.

F. Midterm Evaluations (Tenure-track only)

The School of Social Work will conduct a major midterm evaluation generally after the completion of the second year of untenured faculty in tenure-track positions. The purpose of this midterm review is to provide faculty members with information about the status of their progress towards tenure and promotion. This evaluation will be held in the spring semester of the faculty member's third year unless the faculty member negotiates a different arrangement with the School Chair. Members of the School Tenure and Promotion Committee and School Chair will conduct this evaluation.

The faculty member will present documentation of his/her contributions and accomplishments in the areas of teaching, scholarship, and service in accordance with School, College, and University guidelines. The midterm evaluation mirrors the tenure and promotion process, except there is no external peer review.

The School's Tenure and Promotion Committee will review the faculty member's documents. The Committee will hold a feedback meeting with the faculty member under review. The session should serve as a dialogue between the faculty member and committee members about the faculty member's career goals, clarification of expectations, development of realistic plans to improve any areas of concern, and generation of suggestions about the tenure and promotion dossier to highlight achievements. The committee will then provide written comments and its recommendation based on the outcome of the review meeting and send its report to the School Chair.

III. Tenure and Promotion Procedures

The College of Arts and Sciences will outline the various due dates to which the candidate, School Tenure and Promotion Committee and University officials will adhere. For general information about the procedural steps and assignment of responsibilities to be followed in the School, refer to the instructions provided by the College of Arts & Sciences. The following order of decision-making will be followed in the tenure and promotion review process:

- The School's Tenure and Promotion Committee will review a candidate's dossier and forward a recommendation and written rationale to the School Chair.
- The School Chair will independently review a candidate's file and write a recommendation and rationale.
- The School Chair will forward both recommendations and written rationales to the Dean and the College of Arts and Sciences Tenure and Promotion Committee.

A. Candidates' Responsibilities

Candidates for tenure and/or promotion should not only be familiar with the School's guidelines, but also should familiarize themselves with the University's tenure and promotion policies

described in the Faculty Handbook and the College of Arts & Science's Tenure and Promotion Guidelines which describe the requirements of and the process followed by the College.

The candidate should notify the School Chair of the intent to apply for tenure and/or promotion in writing no later than May 1 of the calendar year in which the candidate will go up for tenure. Such early notification will assure that review procedures are initiated in a timely fashion.

A description of the materials required in the dossier is described on the website of the Office of the Provost (<https://www.memphis.edu/aa/forms/index.php>). This list of materials represents only the minimum documentation requirements; candidates are expected to also include documents that address specifically the School's tenure and promotion criteria. Upon submission by the candidate, these materials will be posted in OneDrive in a shared file for the School Tenure and Promotion Committee, and then the School Chair to review. Once a candidate's dossier has been evaluated by the School Tenure and Promotion Committee, nothing may be added or removed from it.

The candidate will assemble all files that the candidate believes strengthens and supports the application. The candidate is advised to give careful thought to assembling and organizing the documents since it is the dossier that will represent the candidate's accomplishments and potential throughout the many levels of the evaluation process. Candidates are encouraged to seek advice from the School Chair and colleagues, especially those who have served on tenure/promotion committees, on what to include or how to organize the materials. The University also may offer tenure and promotion workshops that might prove helpful to the candidate. However, the responsibility for the quality of the dossier rests with the candidate.

B. External Review

In conducting its evaluation, the Committee will seek comments on the candidate's qualifications from academic and professional peers, and if applicable, recognized practitioners knowledgeable in the candidate's area of applied research. A minimum of four (4) external evaluators who are recognized for their expertise in the candidate's areas of study and who are outside The University of Memphis will be asked to comment on the curriculum vitae and evidence of professional work of the candidate. The external reviewers will be informed that their letters, under Tennessee law, are subject to the Open Records Law and therefore are not confidential. All external review letters received will be included in the candidate's package.

At least three of the external reviewers must have had no connection with the candidate as a major advisor or collaborator. The external reviewers will be chosen from independent lists supplied by the candidate and the School Tenure and Promotion Committee, with at least three of the reviewers coming from the candidate's list. With concurrence of the Tenure and Promotion Committee, the School Chair will solicit evaluation letters from the external evaluators and will share the results with the Committee. Since all of the peer evaluations must be incorporated in a dossier, the School Chair will need to solicit reviewers early in the process and monitor their responsiveness to the calendar requirements. The School Chair will include in his/her report the rationale for the choice of the external reviewers. The external reviewer's CV may be included for this purpose.

If the School Chair is being considered for tenure and/or promotion, the Chair of the Tenure and Promotion Committee will solicit the review from external peers.

C. School Tenure and Promotion Committee Assessment

The School of Social Work Tenure and Promotion Committee will conduct an independent evaluation of each candidate's qualifications and prepare a written recommendation to the School Chair for or against tenure and/or promotion. The School Committee's report will include, at a minimum, information pertaining to the nature and quality of the candidate's scholarly activity, his/her potential

for continuing scholarly growth and development, and a statement regarding the candidate's impact upon the School's and University's missions. The assessment of scholarly activity should address the nature and scope of the outlets where the candidate's productions have appeared, including such features as refereed or non-refereed; invited or submitted; local, regional, national or international; disciplinary, interdisciplinary; and, type of format, public forum, written report, formal presentation, and so on.

D. School Chair Assessment

The School Chair will conduct an independent evaluation of the candidate and prepare a written recommendation for or against tenure and/or promotion. In this report, the School Chair will assess the nature and quality of the candidate's scholarly growth and development, potential, and the candidate's impact on the mission of the School and University. The Chair will forward the candidate's materials and respective recommendations to the Dean and the College of Arts and Sciences Tenure and Promotion Committee for review and recommendation.

If the School Chair is being considered for tenure and/or promotion, the recommendation of the School Committee will go directly to the Dean of the College of Arts & Sciences.

IV. Criteria for Tenure and/or Promotion- Tenure Track

A. Definitions of Positions

The rank of **Assistant Professor** is assigned to a person who provides evidence of the potential to achieve excellence in the areas of teaching, contribution to knowledge, service to the profession, service to the community, and service to the School and the University as appropriate to the position. The Assistant Professor is ordinarily expected to have attained a master's degree in social work and doctoral degree in social work or related field.

The rank of **Associate Professor** is assigned to a person who has achieved recognition of excellence by other professionals and who has demonstrated evidence of meeting the criteria for work of high caliber in areas of teaching, contribution to knowledge, service to the profession, service to the community and service to the School and the University as appropriate to the position. The Associate Professor is expected to have attained a master's degree in social work and doctoral degree in social work or related field.

The rank of **Professor** assigned to a person who has achieved national and/or international recognition of excellence by other professionals and who has demonstrated evidence of meeting the criteria for work of high caliber in areas of teaching, contribution to knowledge, service to the profession, service to the community and service to the School and the University, including mentoring junior and adjunct faculty as appropriate to the position. The Professor is expected to have attained a master's degree in social work and doctoral degree in social work or related field.

B. Areas of Performance

The following list represents areas of performance in which individual requests for tenure and/or promotion will be evaluated. Faculty members considered for tenure and/or promotion are expected to have attained the level of performance associated with the desired rank in the areas of teaching, research, and service as appropriate to the type of position (tenure-track or not).

1) Teaching includes instruction of new and existing courses, field consultation, student advisement, and participation in curriculum development. Evidence of teaching performance includes reference letters from colleagues, reference letters from students, student evaluations, and course design descriptions and outlines. Teacher/Course evaluations should be submitted by the candidate for

promotion or tenure as part of the total documentation or performance. However, such evaluations should be interpreted in the light of research data regarding the many variables which influence student opinion.

2) Research and contribution to knowledge include research activity and scholarly work. Evidence of contribution to knowledge includes reports of research activity, documentation of presentations at meetings, published and unpublished papers, and documentation by experts of the quality and utility of research and other scholarly productions. Materials such as teaching guides, monographs and videotapes are also illustrative.

3) Service to the Profession includes participation in local, regional and national meetings, membership in professional organizations, participation in activities of professional organizations, holding professional offices, and receipt of awards and citations for professional service. Evidence of service to the profession includes documentation of activities, memberships, official status, awards and citations, and the intensity and quality of service.

Outreach and Service to the Community includes membership on professionally-related boards and committees in the community, providing consultation services, participation in development and teaching of workshops or continuing education courses, conferences, services to social and governmental institutions. Evidence of service to the community includes reports and documentation of service activities, and reports by colleagues and recipients of service of the extent and quality of the service.

Outreach and Service to the School, and the University includes participation in the development of a courses and curriculum, participation in the development of new programs or expansion of current programs within the School or the university, and exploration, development, and administration of grants. Evidence of service to the School and the University includes documentation of activities, reports from students, colleagues both within the school and the wider University, of the extent and quality of service and evidence of the products of these activities.

C. Standards for Tenure Tracks

Each rank has general performance standards against which an individual request for tenure and/or promotion will be judged.

a. Associate Professor

Teaching: Knowledge of content in more than one curriculum area, with skill in teaching this content. Active contribution in the development of more than one curriculum area. Effective development of the field consultation and advisement of students. Ability to clarify and respond to issues related to student learning, and to offer guidance and direction related to students learning needs.

Research and Contribution to Knowledge: Evidence of recent and consistent publication, including papers in recognized journals, technical reports, or unpublished papers of high quality, which have been used for teaching or other, related purposes. Involvement in professionally related inquiry. Involvement with editorial boards. Presentation of scholarly papers at conferences, seminars, or workshops.

Service to the Profession: Membership in professional organizations, leadership in policy and program development in professional organizations, activities such as development of services and legislative action relevant to the profession's objectives and goals. Presentation of papers at professional conferences, receipt of awards or citations for professional contributions.

Outreach and Service to the Community: Active participation on professionally-relevant boards, committees, or councils. Provision of consultation to agencies or community groups. Provision of community based direct practice services. Participation in continuing educational courses and workshops. Services to social and governmental institutions.

Service to the School, and the University: Leadership in curriculum and program development. Leadership in the development of courses and programs within the school. Participation in development of the larger university. Leadership or significant contribution toward achievement of committee tasks within the School and the University

b. Professor

Teaching: Knowledge of content in more than one curriculum area, with mastery in a specialized area, and skill in the teaching of this content. Active contribution to overall curriculum building. Expansion and integration of area of specialization within the curriculum. Leadership and creativity in carrying out consultation field responsibilities. Ability to clarify and respond effectively to student learning issues, and to offer guidance and direction to colleagues in the school and the practice community. Contribution of expertise in specialized areas to agencies to promote student learning and to develop agencies educational programs.

Research and Contribution to Knowledge: Evidence of recent and consistent publication, including papers in recognized journals, technical reports, or unpublished papers of high quality, which have been used for teaching or other, related purposes. Involvement in professionally related inquiry. Involvement with editorial boards. Presentation of scholarly papers at conferences, seminars, or workshops. Establishment of a national and/or international reputation for scholarly contributions. Funded grant proposals.

Service to the Profession: Leadership in professional organizations of a disciplinary or interdisciplinary nature. Contribution to the exchange of knowledge through these organizations. Participation in organizational responses to policy, practice or structural issues, which affect the field. Substantive contribution to conferences. Holding elective or appointed offices. Receipt of awards or citations for contributions.

Service to the Community: Leadership on boards, committees or councils. Leadership efforts on behalf of other social or governmental institutions. Recognized expertise in consultation activities or the provision of direct practice services. Consultation or advisory activities to local, state, nation, or international officials on social work or social welfare issues, services to social or governmental institutions.

Service to the School/University: Consistent leadership in curriculum and program development. Leadership in the development of courses and programs within the School. Participation in development of the larger university. Leadership or significant contribution toward achievement of committee tasks within the School and the University. Mentoring junior and adjunct faculty.

V. Criteria for Promotion- Non-Tenure Track

A. Non-Tenure-Track Teaching Faculty Ranks

The following non-tenure-track teaching faculty ranks have the same set of criteria for promotion.

Professor of Teaching

1. Assistant Professor of Teaching
2. Associate Professor of Teaching
3. Professor of Teaching

Professor of Teaching and Coordination

1. Assistant Professor of Teaching and Coordination
2. Associate Professor of Teaching and Coordination
3. Professor of Teaching and Coordination

Clinical Faculty Ranks

1. Clinical Assistant Professor
2. Clinical Associate Professor
3. Clinical Professor

1) Definitions of Positions for Non-Tenure-Track Teaching Faculty Ranks

The rank of **Assistant Professor of Teaching, Assistant Professor of Teaching and Coordination, and Clinical Assistant Professor** is assigned to a person who has clear evidence of a high level of ability in practice and teaching in social work or a related field. The appointee must also possess clinical, management, or community-related practice experience in order to teach practice courses. The Assistant Professor of Teaching, Assistant Professor of Teaching and Coordination, and Clinical Assistant Professor is ordinarily expected to have attained a master's degree in social work from an accredited program.

The rank of **Associate Professor of Teaching, Associate Professor of Teaching and Coordination, and Clinical Associate Professor** is assigned to a person who has demonstrated evidence of meeting the criteria for work of high caliber in areas of teaching, service to the profession, service to the community and service to the School and the University as appropriate to the position.

The rank of **Professor of Teaching, Professor of Teaching and Coordination, and Clinical Professor** is assigned a person who has achieved national and/or international recognition of excellence for work of high caliber in areas of teaching, service to the profession, service to the community and service to the School and the University, including mentoring junior and adjunct faculty as appropriate to the position.

2) Areas of Performance for all Non-Tenure-Track Teaching Faculty Ranks (Professor of Teaching, Professor of Teaching and Coordination, and Clinical Professor)

Teaching: Knowledge of content in more than one curriculum area, with mastery in a specialized area, and skill in the teaching of this content. Active contribution to overall curriculum building. Expansion and integration of area of specialization within the curriculum. Leadership and creativity in carrying out of consultation field responsibilities. Ability to clarify and respond effectively to student learning issues, and to offer guidance and direction to colleagues in the school and the practice community. Contribution of expertise in specialized areas to agencies to promote student learning and to develop agencies' educational programs.

Service to the Profession: Leadership in professional organizations of a disciplinary or interdisciplinary nature. Contribution to the exchange of knowledge through these organizations. Participation in organizational responses to policy, practice or structural issues, which affect the field. Substantive contribution to conferences. Holding elective or appointed offices. Receipt of awards or citations for contributions.

Service to the Community: Leadership on boards, committees or councils. Leadership efforts on behalf of other social or governmental institutions. Recognized expertise in consultation activities or the provision of direct practice services. Consultation or advisory activities to local, state, nation, or international officials on social work or social welfare issues, services to social or governmental institutions.

Service to the School/University: Consistent leadership in curriculum and program development. Leadership in the development of courses and programs within the School. Participation in development of the larger university. Leadership or significant contribution toward achievement of committee tasks within the School and the University. Mentoring junior and adjunct faculty.

3) Standards for all Non-Tenure-Track Teaching Faculty Ranks

Assistant Professor of Teaching, Assistant Professor of Teaching and Coordination, and Clinical Assistant Professor: Initial appointment to this rank is generally for one (1) year and reappointment is possible. Evaluation for promotion will follow the standards set forth in the University of Memphis Faculty Handbook. Faculty member must be at this rank for at least five (5) years before being eligible to be considered for promotion to Associate Professor of Teaching, Associate Professor of Teaching and Coordination, or Clinical Associate Professor.

Associate Professor of Teaching, Associate Professor of Teaching and Coordination, and Clinical Associate Professor: In addition to the qualifications required of an Assistant Professor of Teaching, the appointee must have demonstrated excellent teaching ability including the application of current research and scholarship to teaching and education as evidenced by SETE scores and evaluations. Initial appointment to this rank is for a period of one (1) year. Reappointment is dependent on performance and the availability of funding. Evaluation for promotion will be undertaken by the committee in accordance with the policies set forth in the University of Memphis Faculty Handbook. A faculty member must be at this rank for at least five (5) years before being eligible to be considered for promotion to Professor of Teaching, Professor of Teaching and Coordination, or Clinical Professor.

Professor of Teaching, Professor of Teaching and Coordination, and Clinical Professor: In addition to the qualifications required of an Associate Professor of Teaching, the appointee shall demonstrate excellence in teaching sufficient to establish an outstanding reputation among colleagues. The appointee shall also demonstrate the sophisticated application of current research and scholarship to teaching and education, guidance and/or mentorship of supervisees and colleagues, and extraordinary leadership in the profession. Evidence of the latter may include SETE scores and evaluations, appointment to teaching organizations, leadership in teaching, evidence of curriculum development, and reputation among colleagues. Initial appointment to this rank is for a period of one year; reappointment is dependent on performance and the availability of funding.

B. Non-Tenure-Track Research Faculty Ranks

1) Definitions of Positions for Non-Tenure-Track Research Faculty

The following ranks are for faculty engaged primarily in research, often supported through externally funded research grants/contracts.

The rank of **Research Assistant Professor** is assigned to a person who has clear evidence of a high level of ability in scholarly and professional performance. This rank is generally parallel to Assistant Professor, tenure track. The possession of an earned and awarded doctorate by the date of appointment is required.

The rank of **Research Associate Professor** is assigned to a person who has demonstrated evidence of consistent and sustained involvement in a clearly defined program of research and scholarship at a level of excellence beyond that expected of a Research Assistant Professor.

The rank of **Research Professor** is assigned to a person who has demonstrated evidence of consistent and sustained involvement in a clearly defined program of research and scholarship at a level of excellence beyond that expected of an Associate Professor of Research.

2) Areas of Performance for Non-Tenure-Track Research Faculty

Research and contribution to knowledge include research activity and scholarly work: Evidence of contribution to knowledge includes reports of research activity, documentation of presentations at meetings, published and unpublished papers and consistent and productive scholarly contributions in peer-reviewed journals in a clearly defined area of research and scholarship, including documentation of the original contributions made on collaborative scholarship.

Service to the Profession: Leadership in professional organizations of a disciplinary or interdisciplinary nature. Contribution to the exchange of knowledge through these organizations. Participation in organizational responses to policy, practice or structural issues, which affect the field. Substantive contribution to conferences. Holding elective or appointed offices. Receipt of awards or citations for contributions.

Service to the Community: Leadership on professionally relevant boards, committees or councils. Leadership efforts on behalf of other social or governmental institutions. Recognized expertise in consultation activities or the provision of direct practice services. Consultation or advisory activities to local, state, nation, or international officials on social work or social welfare issues, services to social or governmental institutions.

Service to the School/University: Leadership or significant contribution toward achievement of committee tasks within the School and the University as assigned. Mentoring students, junior faculty, and adjunct faculty in research areas.

3) Standards for Non-Tenure-Track Research Faculty

Research Assistant Professor: Positive recommendations that address the candidate's qualifications for the position. Demonstration of capability to carry out independent and collaborative research. Demonstration of qualifications and competence to manage externally funded research projects and to direct and supervise the work of others (e.g., research staff and graduate students). Initial appointment to this rank is for a period of one year, with reappointment contingent on performance and the availability of funding. Evaluation for promotion will be conducted in accordance to the policies set forth in the University of Memphis Faculty Handbook. The faculty member must be at this rank for at least five (5) years before being considered for promotion to Research Associate Professor.

Research Associate Professor: Evaluation of research and scholarship focuses on an assessment that the applicant has demonstrated consistent and sustained involvement in a clearly defined program of research and scholarship at a level of excellence beyond that expected of a Research Assistant Professor. The review of research should emphasize the quality of scholarship, including the conceptualization of research studies, use of theory, appropriateness and rigor of methods, and the appropriateness of making inferences and drawing conclusions; the influence and scholarly significance of the work; and the productivity and trajectory of the research program. The impact of the program of research and scholarship should be clearly documented. Examples of excellence in research and scholarship at the rank of Research Associate Professor may include, but are not limited to:

Consistent and productive scholarly contributions in peer-reviewed journals in a clearly defined area of research and scholarship, including documentation of the original contributions made on collaborative scholarship. Development of book or books related to the faculty member's program of research and scholarship. Acceptance and presentation of peer-reviewed papers at national and/or international conferences. Production of detailed technical reports with clearly documented methods and results, including specification of the original contributions made to these reports. Presentation of research and scholarship-based colloquia, workshops, and other presentations for the School, University, and/or community groups. Demonstration of efficient and effective management of research grants/contracts, including effective supervision of research staff, resulting in deliverables submitted on time and within budget. Successful implementation of research projects as Co-Principal Investigator and/or Co-Investigator. Receipt of competitively achieved research grant/contract(s) as Principal Investigator to support the faculty member's program of research and partial salary. Successful completion of studies that lead to publication and/or the development of proposals for externally funded grants/contracts. Completion of editorial and/or grant reviews for peer-reviewed journals and/or funding agencies. Beginning demonstration of impact of one's work.

Research Professor: Evaluation of Research and Scholarship at the Rank of Professor focuses on an assessment that the applicant has demonstrated consistent and sustained involvement in a clearly defined program of research and scholarship at a level of excellence beyond that expected of an Associate Professor of Research. A candidate at this rank should be clearly established, nationally and/or internationally recognized, and a highly regarded scholar. The review of research should emphasize the quality of scholarship, including the conceptualization of research studies, use of theory, appropriateness and rigor of methods, and the appropriateness of making inferences and drawing conclusions; the influence and scholarly significance of the work; and the productivity and trajectory of the program of research and scholarship. The impact of the program of research and scholarship should be clearly documented and reach national and/or international significance and recognition. Examples of excellence in research and scholarship at the rank of Professor may include but are not limited to: Consistent and productive scholarly contributions, evolving beyond papers published at the rank of Research Associate Professor; in peer reviewed journals, including documentation of the original contributions made on collaborative scholarship. Authorship of books or book chapters recognized for making unique advances in an area of research and scholarship. Serving as Principal Investigator on multiple externally funded research studies to support the faculty member's program of research and full salary. Mentoring junior faculty and/or Ph.D. students through the collaborative development of scholarly papers, peer-reviewed presentations, and research reports. Mentoring junior faculty related to their research goals including adding them as Co-Investigators on funded research and supporting their development of funding proposals and scholarly papers. Leadership on symposia that bring together innovative papers at national and international conferences. Presentation of workshops on research methods at national or international conferences. Receipt of national or international awards that recognize the faculty member's research and scholarly contributions. Invitational presentations at national and/or international conferences.

C. Other Ranks (Non-Tenure Track)

Non-Tenure Track faculty appointments are an important component of the faculty in the School of Social Work at the University of Memphis. Non-tenure track appointments contribute to well-being of students and further the mission of the School of Social Work by engaging in coordinating tasks and providing institutional service in addition to teaching and bring a wealth of practice experience to our students. In the School of Social Work, non-tenure teaching appointments are renewable yearly for an indefinite period of time.

1. Adjunct Ranks

An appointment to the rank of adjunct faculty is assigned to a person who has clear evidence of a high level of ability in practice and teaching in social work or a related field. The expectation is for adjunct faculty to have attained, at a minimum, a master's degree in social work from an accredited program.

2. Emeritus Professor

The honorary title of professor emeritus may be awarded by the provost to faculty members who retire with the rank of assistant professor, associate professor, or professor, who have completed ten years of service to the university, and who are recommended by the chair or a faculty member within the department. Recommendations for emeritus status should be based upon a solid record of teaching, scholarship, and service.