POLICIES, NORMS AND PRACTICES FOR PROMOTION AND TENURE OF THE SCHOOL OF SOCIAL WORK

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I. Introduction and Rationale

As an integral part of Saint Louis University, the School of Social Work (SSW) supports the University's overall mission in the areas of teaching, research, and service. Promotion and the granting of tenure are of great importance to both the academic career of the faculty member and the vitality and development of the School. Promotion and tenure are earned through the diligent, persistent demonstration of competence in teaching, research, and service, and signal recognized levels of achievement by colleagues in the School and wider University community. The development and continued validation of explicit norms for promotion or tenure at the professorial ranks and their application to individual faculty are demanding tasks. The core of evaluation for promotion or tenure is the end result of a carefully executed faculty peer review process.

Primary responsibility for implementing the mission of the SSW resides with its tenured, tenure-track, and non-tenure-track (NTT) faculty. The respective roles of tenured, tenure-track, and NTT faculty are described in the Faculty Manual of Saint Louis University currently in effect (i.e. Secs. III.D.1. and III.D.2; hereafter "the Faculty Manual"). The SSW adopts the following principles and measures in regard to academic promotions and the granting of tenure to provide recognition and affirmation of the accomplishments of its faculty members in these areas of teaching, research, and service (including serving in an administrative role). The following makes explicit the expectations, requirements, and procedures for promotion and the granting of tenure in the SSW.

II. Composition of the Promotion, Rank and Tenure Committee of the School of Social Work

Henceforth, this committee shall be known as the Promotion, Rank and Tenure (PRT) Committee of the SSW. Responsibilities shall include the following:
- To formulate School policy on PRT issues;
- To review and vote on all requests for advancement in rank and/or tenure of tenure-track faculty and advancement in rank for NTT faculty;
- To review applications for developmental leave, research leave, and sabbaticals and make recommendations to the Dean of the SSW (hereafter "the Dean");
- To report recommendations to the University Committee on Academic Rank & Tenure (UCART);
- To review rank and/or tenure requests for faculty candidates who request Associate or Professor rank upon hire and provide recommendations to the Dean.

The membership of the PRT Committee shall include all full-time, tenured faculty members at the rank of Professor, two tenured Associate Professors, and one NTT Associate or Full Professor, excluding the Dean. The latter three members will be selected by a vote of all full-time faculty, excluding the Dean. At least one faculty member from the Criminology and Criminal Justice (CCJ) program shall be included on

the committee. Their three-year terms of office are staggered. The Chairperson or Co-chairs are tenured Professors selected by the Committee for three years.

Members of the Committee vote on candidates at or below their rank. However, any faculty member who authors a letter of evaluation for a candidate must recuse themselves from voting on that candidate's case within the committee. The evaluation letter will be counted as a formal vote. The NTT faculty representative has voice, but not vote, on tenured and tenure-track faculty decisions.

Any PRT Committee member who has a dual relationship with a candidate for promotion and/or tenure shall recuse themselves from all discussion of and voting on a candidate and should not submit any letters of evaluation or support in the candidate's dossier. A dual relationship is one in which an individual has both a significant personal and a significant professional relationship with the candidate. Anyone related by blood or marriage has a dual relationship with the candidate. Dual relationship does not, however, refer to multiple professional relationships. For example, a Committee member could be both the candidate's colleague and co-author and these relationships would not preclude participation in discussion and a vote on that candidate.

Members of the SSW PRT committee who are also members of other PRT committees (e.g., UCART) may only vote once on a candidate across committees but can attend meetings and give "voice" to the proceedings on all candidates discussed in all committees on which they hold membership. It is generally expected such PRT members will use their formal vote at the highest possible level (e.g., UCART). The SSW UCART representative attends PRT Committee meetings, as a non-voting ex-officio member, to be fully familiar with the reasons for the Committee's recommendations. The UCART representative should not participate in dossier deliberations or vote on candidates but may address questions about the promotion and/or tenure process, especially at the UCART level.

III. Rank and Tenure Procedures for the SSW

The SSW follows the procedures specified in the Faculty Manual and such documents supersede this policy. The SSW uses the official forms approved by the Provost's office.

A. **Declaration of Intent to Apply for Promotion and/or Tenure**
   By March 15th, faculty are advised that all eligible faculty members should indicate to the Dean and the PRT Committee (Co-)Chair(s) of the wish to be considered for promotion and/or tenure during the following academic year. If a faculty member indicates their intention to be considered for promotion and/or tenure, the Dean's Office, in coordination with the PRT Committee (Co-) Chair(s), begins the process of collecting relevant data from the candidate.

B. **Required Materials**
   Each candidate submits a dossier of material in support of their application for promotion and/or tenure. Candidates should follow all timelines, calendars,

outline and formatting guidance offered by the Faculty Manual, the Office of the Provost, and other relevant governing entities.

C. **Letters from External Reviewers**

Letters from three reviewers external to Saint Louis University are necessary for consideration of promotion and/or tenure for tenure-track faculty. The candidate suggests six (6) nationally recognized scholars in the area of their expertise from outside the University. Those names should be provided to the Dean and the PRT Committee by May 1st. The PRT Committee selects a minimum of three (3) scholars external to the University who may or may not have been nominated by the candidate. The candidate must submit materials to be sent to the external reviewers to the Dean by July 15th, or in accordance with the schedule provided by the Dean. The Dean's Office is responsible for soliciting letters and for all communication with the external reviewers. External reviewers shall assess the candidate's qualifications relative to the SSW's promotion and tenure criteria and are selected to reflect a balance of those familiar with the candidate's scholarly area and those who are not familiar with the candidate's work, but who are able to evaluate the candidate on the basis of material provided. When soliciting external letters, the Dean's Office should instruct these reviewers to evaluate candidates on the basis of material provided to them. Reviewers should address only the information in that material about which they have appropriate personal knowledge. There shall be no current dual relationship between the candidate and the external reviewer, and any prior relationships should be revealed. The external reviewers should not be any of the following: (1) current research mentors; (2) current work colleagues; (3) co-authors on papers or grants within the last five years; (4) faculty's own past mentees, or (5) personal or family friends or family members. External reviewers are provided with the candidate's vita, self-assessment and statement, examples of their scholarly work, and the School's criteria for promotion and/or tenure. Letters to selected external reviewers are processed by the Dean's Office.

External letters are not required of NTT candidates for promotion to Associate Professor.

NTT candidates for promotion to the rank of Professor are required to have letters from three reviewers external to Saint Louis University. The process for submission of names and solicitation of external reviewers will follow the same timeframe and guidelines as the process for tenure-track faculty external reviews described above. External reviewers shall assess the NTT candidate's qualifications relative to the SSW's promotion criteria. Reviewers are selected to reflect a balance of those familiar with the candidate's areas of practice, service to the profession, teaching, leadership and/or scholarship as appropriate and those who are not familiar with the candidate's work, but who are able to evaluate the candidate on the basis of material provided. When soliciting external letters, the Dean's Office should instruct these reviewers to evaluate candidates on the basis of material provided to them. Reviewers should address only the

information in that material about which they have appropriate personal knowledge. There shall be no current dual relationship between the candidate and the external reviewer, and any prior relationships should be revealed. The external reviewers should not be any of the following: (1) current research mentors; (2) current work colleagues; (3) co-authors on papers or grants within the last five years; (4) faculty's own past mentees, or (5) personal or family friends or family members. External reviewers are provided with the candidate's vita, self-assessment and statement, examples of their scholarly work if appropriate, and the School's criteria for promotion to Full Professor of NTT Faculty. Letters to selected external reviewers are processed by the Dean's Office.

D. **SSW Colleague Recommendations**
   By June 1st, the candidate should submit to the Dean the names of two SLU faculty members holding the rank at or above the rank to which the candidate is applying for promotion and/or tenure from within SLU. Faculty reviewers should be familiar with the candidate's scholarship, teaching, and/or service in order to comment on his/her candidacy for promotion and/or tenure. Reviewers should be as objective as possible and disclose any prior relationship with the candidate (e.g., co-author).

E. The Dean, in consultation with the PRT (Co)Chair(s), sets all other deadlines not specified in this policy and communicates those, as needed, to the candidate. The candidate's dossier, external reviewers' letters, SSW colleague letters, SLU colleague letters, and other pertinent, supporting material are forwarded to the School's PRT Committee for its consideration, review, and deliberation. This should occur no later than October 1st. Procedures for review continue as specified in the Faculty Manual.

F. Any PRT Committee member who has a dual relationship with a candidate for promotion and/or tenure will recuse themselves from all discussion of and voting on the candidate's application.

G. The PRT Committee meets to review, discuss, and vote on each application for promotion and/or tenure. All discussions and deliberations are to be held in confidence, and no information shall be provided to the candidate by any individual committee member or the committee as a whole.

H. The PRT (Co)Chair(s) construct a memorandum summarizing the Committee's discussion and reports the vote on each application for promotion and/or tenure. The PRT memorandum should make clear the Committee's rationale for both supporting and dissenting votes, acknowledge if an application is early, and briefly identify the reason for any recusals (e.g., conflict of interest). The memorandum is approved by all Committee members voting on the application. The signed memorandum is forwarded to the Dean by November 1st.

I. The Dean will provide the candidate a written summary of recommendations by the SSW PRT Committee, as well as their own recommendation. To preserve the confidential nature of the review process, and to ensure complete and consistent communication, information about the proceedings and recommendations is not to be shared by any person involved in the process other than the Dean.

J. The Dean renders their recommendation for each application for promotion and/or tenure. This rendering is made in writing and forwarded with the completed dossier and PRT Committee's recommendation to UCART via the Office of Faculty Affairs (OFA) for its review and recommendation.

K. Notification to each candidate of their promotion and/or tenure is made by the Office of the Provost in the Spring/Summer at the end of the academic year.

IV. General Principles and Rules in the Promotion and Tenure Process

A. A faculty member has the responsibility to become and remain informed of all requirements, procedures, and deadlines associated with promotion and/or the granting of tenure.

B. A faculty member will normally apply for promotion and/or tenure to Associate Professor in the Fall of their sixth (6th) year of service at Saint Louis University, and for promotion and/or tenure to Full Professor in the Fall of their sixth (6th) year of service after being tenured as an Associate Professor.

C. Early applications are permissible. A candidate who applies early should acknowledge early application in the application materials. Regardless of when the candidate applies, it is the candidate's responsibility to demonstrate that applicable PRT guidelines have been met.

D. A faculty member wishing to be considered for promotion and/or the granting of tenure bears the responsibility for presenting sufficiently convincing evidence in support of and justifying promotion or granting of tenure.

E. A candidate must provide a clear description of research, teaching, and service contributions and rationale of their program of scholarship.

F. Each candidate for promotion and/or tenure should submit to the Dean their Curriculum Vitae and Dossier as a packet that includes the following materials:

CURRICULUM VITAE
The Curriculum Vitae should include relevant elements of the candidate's educational and professional achievements. The Curriculum Vitae must include the following:

- All peer-reviewed publications that were submitted, accepted, or published since appointment or previous promotion/tenure, including the impact factors and citation counts where available.
- A list of all research presentations including dates since appointment or previous promotion/tenure.
- A list of grants and contracts submitted since appointment or previous promotion/tenure, including the title, duration of project, funding agency, and status of the project.

DOSSIER OUTLINE
Each candidate submits a dossier of material in support of their application for promotion and/or tenure that includes the following elements:

NARRATIVE The narrative should explain why the candidate meets the requirements for promotion and/or tenure, and consist of the following:

1. **Introduction** (1 page)
   A description of academic credentials, a brief history of time in the School, and professional experience following conferral of required or terminal degree.

2. **Teaching** (2 pages or less)
   Provide a narrative describing teaching orientation and philosophy, how teaching relates to research and service programs, and plans for teaching over the next three years. Faculty will also explain how their chosen artifacts and/or activities demonstrate teaching effectiveness and/or excellence. The candidate must provide clear evidence of their teaching since appointment or previous promotion/tenure in terms of meaningful impact rather than solely stating their involvement.

   Provide a description for courses taught that include:
   - name of course
   - semester taught
   - class size
   - a summary of the standardized student course feedback surveys

   Describe other teaching contributions, such as:
   - service on doctoral exams and committees
   - guest lectures and invited presentations at SLU and other institutions

3. **Research** (2 pages or less)
   Provide a narrative describing their area of research, their efforts in establishing research expertise, and the trajectory of their research. Provide a clear summary of their research accomplishments since

appointment or previous promotion/tenure. Also describe how research relates to their teaching and service, and your efforts to disseminate their products. The candidate must provide clear evidence of their research contributions in terms of meaningful impact rather than solely stating their accomplishment.

4. **Service** (2 pages or less)
   Provide a narrative describing their service to the school, university, profession/discipline, and/or the community. The candidate must provide clear evidence of their service contributions since appointment or previous promotion/tenure in terms of meaningful impact rather than solely stating their involvement. Also describe the "bridges" between teaching, research, and service.

FOUR BEST PAPERS
The candidate should submit electronic copies of what they consider to be their four best papers since their appointment or last promotion. These are not part of the dossier but are sent to the external reviewers.

The NTT candidate may adjust the format and content of their Curriculum Vitae and Dossier since research is not included among the usual and customary employment expectations of NTT faculty and is not typically required for promotion.

G. Consistent accomplishments and continued evidence of growth and development are valued over sporadic bursts of achievement in the evaluating of faculty members for promotion or the granting of tenure.

H. The initial rank appointment of the faculty member on the tenure track determines the particular requirements that apply toward tenure and promotion to the next rank. The requirement of the same rank applies if a non-tenured, tenure-track associate or full professor applies for tenure only.

V. Norms for Promotion and Tenure of Tenure-Track Faculty in the SSW

University-wide norms for promotion and/or tenure as specified in the Faculty Manual serve as general criteria for the norms of the SSW. The norms and guidelines of the School are a further specification of the criteria and standards of the University, and elaborate and expand on them.

A. **General**

1. The required degree for the SSW faculty on the tenure track is the doctoral degree of a relevant discipline. Absent the required degree, tenure-track faculty will not be considered for promotion in rank or the granting of tenure.

2. Demonstrated competence in all three areas of teaching, research, and service is required for promotion and/or tenure. Outstanding achievement in one or two areas does not serve to substitute for less than satisfactory accomplishments in the remaining area(s).

3. In addition to the standardized student course feedback surveys (hereinafter "student course feedback") currently in use at the University, faculty may demonstrate teaching effectiveness/excellence in a multitude of ways. For example, faculty could submit syllabi demonstrating the use of new or innovative pedagogies, peer evaluations of their teaching, expert evaluations of their teaching conducted by the Reinert Center, student letters or teaching awards. Faculty may also demonstrate their participation in activities that support and enhance teaching. This may include evidence of engaging with and supporting development/delivery of the University Core, developing new classes, teaching large classes, carrying a larger than typical advising/mentoring or teaching load, teaching additional classes when needed, participating in curricular revision and assessment, attending conferences or other trainings designed to enhance teaching skills, or other evidence of teaching contributions. Faculty will explain how their chosen artifacts/activities demonstrate teaching effectiveness/excellence. The foregoing shall be referred to collectively as "other evidence of teaching effectiveness" throughout the remainder of this document.

B. **Norms for Promotion to the Rank of Associate Professor with Tenure or for the Conferral of Tenure when the initial Saint Louis University appointment is at the Rank of Associate Professor**

1. **Scholarly Work, Research and Publications:**
   A candidate is expected to have a clearly defined and well circumscribed program of scholarship. The published findings of one's own research in refereed journals are traditionally recognized at Saint Louis University and at other universities as the most appropriate and desirable indicator of a faculty member's scholarly achievement. Other indicators of scholarly accomplishments also may be considered, including books, book chapters, edited publications, invited presentations to professional associations, peer-reviewed presentations at international, national, or state conferences, and publications in conference proceedings. These do not, however, serve as substitutes for the qualitative and quantitative

expectations relative to refereed journal articles. In addition, external funding is encouraged and is considered. Candidates will describe this activity in their dossier and articulate how it fits into their overall research agenda.

In evaluating the scholarly work of a candidate for promotion and/or tenure, primary attention is paid to the quality of these efforts. Scholarship should have the promise of leading to a significant contribution to the field. As a general guide to the expectations of quantity, promotion to the rank of associate professor ordinarily presupposes on average, two publications per year in refereed journals over five years in the rank of assistant professor. However, caution should be exercised regarding a rigid approach to counting publications. Quality of the work and the publication outlet are paramount. Publication quality will be assessed by factors such as the journal's impact factor, ranking, reputation, and the paper's citation count.

2. **Teaching:**
Candidates are expected to earn consistently positive ratings in student course feedback and to provide other evidence of teaching effectiveness as defined previously in this document. An effective teacher demonstrates enthusiasm for learning, stimulates intellectual curiosity, and encourages critical thinking. Course outlines and related materials are expected to reflect careful planning, orderly presentation of material, thoroughness of coverage, currency of knowledge, and meet course objectives and relevant competencies defined by the accreditation body. Availability to students and a keen sense of service to students in the advising process are considered related aspects of teaching.

3. **Service:**
Service is an essential ingredient in higher education and can assume many forms. It involves active participation in and sharing of responsibilities (including administrative responsibilities) both within and outside the university, and may include School, University, community, and professional service and activities.

C. **Norms for Promotion to the Rank of Professor or for the Conferral of Tenure when the initial Saint Louis University appointment is at the Rank of Professor**

To be considered for promotion from tenured Associate Professor to the rank of Professor or for the granting of tenure when the initial Saint Louis University appointment was at the rank of Professor, but without tenure, the faculty member must demonstrate continued development of those activities and qualities required for promotion to Associate Professor and must show evidence of the

achievement of excellence in two of three areas of teaching, scholarly work, and service, and wide recognition as an authority or leader in their field of endeavor.

For promotion to the rank of Professor, the candidate must demonstrate excellence in two of the following three categories (research, teaching, and service) and at least satisfactory performance in the remaining category. The candidate must determine the categories they will emphasize, provide evidence they have met appropriate standards of excellence/satisfactory performance for each category, and nominate external and internal reviewers who are positioned to provide appropriate substantiation the candidate has met the relevant standards through their in-rank performance.

1. Criteria for excellent performance include the following:

   Research Excellence – The evidence clearly demonstrates that the candidate has established a national or international reputation as a scholar and can be anticipated to continue over time. The faculty member has established and sustained a well-developed research agenda and has published a significant amount of high-quality research in high-quality journals or with high-quality publishers during the time in rank.

   Teaching Excellence – The candidate should demonstrate they have executed a substantial amount of teaching (considering the number of courses taught, the size and nature of the course, and the number of different preparations), and should demonstrate their involvement in student mentoring and other developmental processes, as applicable. Candidates should establish excellence through strong numerical ratings on student course feedback and a strong demonstration of other evidence of teaching effectiveness.

   Service Excellence – The evidence demonstrates that the faculty member is making an outstanding contribution to the mission of the School, University, discipline, or community through their service activities while in-rank. This might include public or professional service, serving in an administrative role, service within the discipline, effective leadership within the School and/or University, effective leadership within the candidate's discipline, or other forms of exemplary service beyond the baseline expected of tenured faculty. Excellence in service should establish the candidate has made a significant impact in highly visible and important areas and should be validated by the assessments of relevant external or internal evaluators who corroborate the beneficial impact and significance of the candidate's efforts.

2. Criteria for satisfactory performance include the following:

   Satisfactory Research – The evidence demonstrates that the candidate continues to produce a sufficient amount of meaningful research during their time in rank, aligned with their workload assignments. Satisfactory research may include: peer-reviewed research published in a range of outlets, including those aimed at reaching practitioners or those with lower rankings or impact factors and presentations of research at professional conferences. Satisfactory research contributions may also include efforts that fall outside traditional measures, such as community-engaged research that aids organizations in serving vulnerable populations, research that evaluates or influences policy or practice, and presentation of research to local organizations or community groups. The candidate must provide clear evidence of these research contributions in terms of meaningful impact rather than solely stating their involvement. This approach ensures recognition of diverse research activities and broader societal impacts.

   Satisfactory Teaching – The candidate should demonstrate they have engaged in a sufficient amount of meaningful teaching during their time in rank, aligned with their workload assignments, considering factors such as the number of courses taught, the size and nature of the courses, and the number of different preparations. Student course feedback surveys and other evidence of teaching effectiveness should fall within the satisfactory range of acceptability for the School and program. In addition, evidence of satisfactory teaching may include: documentation of thoughtful course design (or redesign), peer evaluations or observations that highlight effective teaching practices, participation in professional development focused on teaching improvement, evidence of mentorship, advising, or supervision of student research or projects. The candidate must provide clear evidence of their teaching contributions in terms of meaningful impact rather than solely stating their involvement.

   Satisfactory Service – The evidence must demonstrate that the candidate contributes meaningfully to the service mission of the School, University, discipline, or community during their time in rank. A satisfactory service record reflects consistent engagement and contributions aligned with workload expectations and may include: providing a reasonable amount of service to the School and/or University, such as serving on committees, serving in administrative roles, making contributions to the public or professional service mission of the School, such as engaging with community partners or contributing to public outreach initiatives, engaging in service to the discipline, such as serving in leadership roles within professional associations or reviewing manuscripts. The candidate must provide clear evidence of their service contributions in terms of meaningful impact rather than solely stating their involvement.

External and internal letters included in the dossier should evaluate the candidate's achievement of excellence in at least two of the three categories (research, teaching or service). It is not necessary that each letter address multiple categories, as it is recognized individual evaluators will not be equally positioned to speak to all aspects of the candidate's performance in-rank. For example, external letters might speak to research excellence or service/leadership to the candidate's discipline, while internal letters might speak to teaching excellence or service to the School/University.

VI. Norms for Promotion of Full-Time, NTT Faculty in the SSW

University-wide norms for promotion and/or tenure as specified in the Faculty Manual serve as general guidelines for the norms of the SSW. The norms of the School are a further specification of the criteria and standards of the University and elaborate and expand on them.

A. **Definition**

NTT faculty in both the SSW and the University are defined as "individuals who are not eligible for tenure, although some may receive renewable multiyear appointments" (the Faculty Manual). Within the SSW, full-time, NTT faculty are limited to persons whose primary responsibilities encompass practicum liaison, teaching, and/or service, including administrative responsibilities.

B. **Performance Expectations**

It is expected that modifications will be made to the tenure-track faculty requirements regarding teaching, research, and service in the performance expectations of NTT faculty. Such distinction is central to their utilization within the SSW. Their evaluation as NTT faculty principally focuses on their performance in the practicum liaison role, as teachers, and/or as administrators. Performance in other areas of such as scholarship and service to the profession can be evaluated relative to their weight in the employment expectations and workload assignments of each NTT faculty member.

C. **General**

1.   Terminal degree: A master's degree in the candidate's professional discipline is considered the usual and minimal terminal degree for NTT faculty in the SSW.

2.   Demonstrated competence as a practicum liaison, teacher, and/or administrator, whichever is the principal employment expectation of the NTT faculty candidate, is required for promotion. Competence in other areas of performance as specified at the time of hiring also may be

required for promotion. Outstanding achievement in some but not all of the specified areas does not serve to substitute for less than satisfactory accomplishment in the remaining area(s).

3.　Student course feedback can serve as one source of evidence of teaching competence for NTT faculty along with other evidence of teaching effectiveness. Other sources of evidence of teaching competence and course development also can be employed to demonstrate teaching competence (see examples in sections V.A.3).

4.　Research is not typically included among the usual and customary employment expectations of NTT faculty and is not required for promotion. Participation in scholarly activity is viewed positively and can be considered. As members of the faculty of the SSW, NTT faculty share the task of contributing to the fund of knowledge essential to the School's educational endeavors. NTT faculty should demonstrate they are incorporating the latest research in their courses and in field education practice.

5.　Requirements pertaining to time-in-rank as specified in the Faculty Manual and that apply to promotion considerations for tenure-track faculty apply equally to NTT faculty.

6.　Responsibility for providing evidence of having satisfied norms for promotion rests with the candidate.

D. **Norms for Promotion to the Rank of NTT Associate Professor**

1.　**Practicum Liaison**
Candidates whose primary employment responsibilities include practicum liaison service are expected to achieve consistently positive ratings from students, practicum instructors, and the Director of Field Education in performing tasks associated with being a practicum liaison.

2.　**Teaching**
Candidates whose primary employment responsibilities include classroom and/or online teaching are expected to earn consistently positive ratings on student course feedback. An effective teacher demonstrates enthusiasm for learning, stimulates intellectual curiosity, and encourages independent thinking. Course outlines and related materials are expected to reflect careful planning, orderly presentation of material, thoroughness of coverage, and currency of knowledge. Availability to students and a keen sense of service to students in the advising and mentoring processes are considered important related aspects of teaching. Evidence of strong teaching may be assessed through student course feedback

and/or other evidence of teaching effectiveness (see examples of such evidence of teaching effectiveness in sections V.A.3).

3. **Scholarship**
Scholarly activity is not typically required for promotion for NTT faculty. Scholarly productivity of NTT faculty can be evaluated for their promotion applications. Examples include but are not limited to: peer reviewed publications, updating/creating syllabi that include the most recent research, presentations at conferences (invited and/or peer-reviewed), development of teaching or in-service training materials, poster sessions, evaluation materials, or innovations for use in teaching or for enhancement of field education. Scholarly productivity that advances teaching and/or clinical expertise provides added strength to NTT faculty candidates' applications for promotion.

4. **Service**
Candidates are evaluated on the service they have rendered. Service is an essential ingredient in higher education and can assume many forms, including administration. Active participation in and sharing of responsibilities on various committees within the School as well as participation on University committees and activities are important and strengthen NTT faculty candidates' applications for promotion. Service to the community as well as to candidates' profession are also important considerations. For NTT faculty engaged in field education, involvement in the field education collaborative and/or other field education committees in social work education represents valued service.

E. **Norms for Promotion to the Rank of NTT Full Professor**

To be considered for promotion to the rank of Professor, the NTT faculty member must demonstrate continued strong performance in the areas required for promotion to NTT associate professor (e.g., teaching, field education, service, administration). Successful applications will also evidence heightened contributions, reputation development, and professional recognition in relevant professional areas as described throughout this section. Candidates for promotion to the rank of NTT professor are required to have external reviews of service to the profession or letters from SLU colleagues from outside SSW regarding leadership in teaching.

VI. Midpoint Review Procedures for Tenure-Track Faculty in the School of Social Work

The SSW requires a midpoint review for all tenure-track faculty. This process is intended to be developmental, providing a constructive and transparent assessment of progress toward achieving promotion and/or tenure.

The midpoint review is a one-time occurrence conducted by the PRT Committee that normally takes place after the faculty member has completed two years of continuous

service in the SSW. For a typical trajectory, this process will take place during the winter of their third year of employment.

The objectives of the midpoint review are:

- to evaluate the progress of the faculty member toward achieving promotion in rank and/or conferral of tenure; and
- to provide guidance and assistance in the subsequent promotion and/or tenure processes.

The following are stipulations governing the conduct of the midpoint review:

- The faculty member is responsible for assembling and submitting a dossier for review to the PRT Committee by March 1st.
- The midpoint review provides no explicit or implicit agreement regarding the outcome of a subsequent formal review at the time the faculty member is considered for promotion and/or tenure.
- Feedback to the faculty member will occur through separate written responses from the PRT Committee and the Dean.
- No formal vote will be taken by the Committee at the time of the midpoint review. A written response will be provided to the Dean by April 1st. The Dean will prepare a separate written response and transmit both documents to the faculty member by May 1st.
- Midpoint reviews will be included in promotion dossiers and forwarded to UCART as required by SLU policies.

VII. Third-Year Review Procedures for NTT Faculty in the SSW

The SSW requires a third-year review for all NTT faculty. This process is intended to be developmental, providing a constructive and transparent assessment of progress toward achieving promotion.

The third-year review is a one-time occurrence conducted by the PRT Committee that normally takes place after the faculty member has completed two years of continuous service in the SSW. For a typical trajectory, this process will take place during the winter of their third year of employment.

The objectives of the third-year Review are:

- to evaluate the faculty member's overall job performance and progress of the faculty member toward achieving promotion in rank; and
- to provide guidance and assistance in the subsequent promotion processes.

The following are stipulations governing the conduct of the third-year review:

- The faculty member is responsible for assembling and submitting a dossier for review to the PRT Committee by March 1st.

- The third-year review provides no explicit or implicit agreement regarding the outcome of a subsequent formal review at the time the faculty member is considered for promotion.
- Feedback to the faculty member will occur through separate written responses from the PRT Committee and the Dean.
- No formal vote will be taken by the Committee at the time of the third-year review. A written response will be provided to the Dean by April 1st. The Dean will prepare a separate written response and transmit both documents to the faculty member by May 1st.
- The third-year reviews will be included in promotion dossiers and forwarded to UCART as required by SLU policies.