

University of Pittsburgh

School of Social Work



Non-Tenure Stream Faculty Appointment and Promotion Policy and Procedures

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The number of full and part-time faculty hired outside of the tenure stream (NTS) is growing at the School of Social Work (SSW) University of Pittsburgh. Their duties vary from teaching across the curriculum, conducting research, performing clinical duties, engaging in administrative responsibilities, and providing service at the university, school and national levels. In order to effectively organize and manage NTS Faculty appointment and promotion practice following sections of this document describes faculty approved NTS policy and procedures.

Titles and Ranks: Appointments outside the tenure track may be made at the ranks of professor, associate professor, assistant professor, and lecturer. An individual person may apply to leave the tenure track and seek a NTS appointment, and vice versa.

Prefixes: Appointments with the following University prefixes to the above ranks, and the following other ranks, are designated to faculty members outside the tenure track:

ADJUNCT: One whose primary employment is outside an academic unit of the University, but who is fully qualified professionally and who performs on a part-time basis, duties which would otherwise be assigned to members of the full-time faculty.

CLINICAL: One whose major contribution is as a preceptor of students and trainees in clinical skills, whether within the University or in another setting (e.g., clinical lecturer, clinical assistant, clinical associate and clinical full-professor).

FIELD: One whose primary assignment or contribution is in supervising student field-work, who is geographically removed from the University, and who does not undertake class responsibilities.

RESEARCH: One whose primary assignment or contribution is investigative, and who is not ordinarily expected to undertake regular teaching responsibilities.

VISITING: One whose appointment is on a temporary basis; usually for not more than one academic year.

Terms of Appointment: The terms of appointment of full-time faculty members outside the tenure stream may be for one to five years and are renewable. When a decision is made not to renew an appointment of a faculty member who has completed less than five full years of continuous service, the faculty member shall be notified in writing no later than three and a half months prior to the end of the appointment. When a decision is made not to renew an appointment of a faculty member who has completed at least five full years of continuous service, the faculty member shall be notified in writing no later than five and a half months prior to the end of the appointment. Faculty members outside the tenure stream who are supported in whole or in part by grants must be notified by the applicable time before the termination of the grant as to whether or not they will be reappointed should a supporting renewal or replacement grant be obtained.

Termination of Appointment: Full-time, non-tenure-stream members of the faculty who are terminated prior to the expiration of appointment may avail themselves of the appeals process described in the Promotion Procedures section of this document and in Article VI. Full- and Part-Time Non-Tenure-Stream Faculty, page 30, University of Pittsburgh Faculty Handbook (November 2011).

Hiring Criteria: Due to the faculty roles and responsibilities of Non-Tenure Stream Faculty (NTS), the three areas of teaching, service, and scholarship are the recommended criteria for hiring full-time Teaching faculty:

- Master of Social Work degree is required; Clinical licensure is preferred; a doctorate in social work or a closely related field is preferred for Assistant and Associate level, and required for the Full Professor level.
- Experienced SW practitioner with evidence of excellent skills in applied clinical practice (with individuals/families/groups) and/or macro practice (with groups/organizations/communities). State Licensure is desirable for teaching in the Direct Practice concentration. Minimum of 5 years post-MSW practice in the field;
- Evidence of excellent teaching and training skills appropriate to the BASW and MSW curricula;
- Prominence in local, regional and/or national professional organizations and community-based social work and educational activities (e.g., direct practice, consultations, trainings, presentations, administrative leadership roles);
- Evidence of scholarship in practice, teaching and/or professional areas is strongly preferred (e.g., published journal articles, chapters, monographs, books, newsletter articles, commentary, editorials, professional conference presentations, invited talks and workshops);
- Practice, teaching, and scholarly experience and interests in methods and/or fields that are priority areas for the School.

Promotion Criteria: The nature and focus of the work of NTS candidates for promotion should reflect the specific nature of the duties and assignments they are hired and appointed to fulfill. In recognition of the varied nature of NTS appointments and the interests of NTS faculty, each candidate for promotion must be judged on their individual merits based on specific responsibilities that define their work in and for the School. It is important for candidates to indicate the area(s) of focus for decisions of promotion. Criteria for promotion include expectations in the areas of teaching and pedagogy, service to the profession and to the School, scholarship relevant to faculty roles as teachers and practitioners, and administration and leadership. The following criteria serve as general requirements and guidelines of duties and responsibilities of NTS faculty members to be considered for promotion:

A. Clinical Lecturer to Clinical Assistant Professor

Education and Experience

- MSW degree required and a minimum of 5 years post-MSW practice experience.
- Social Work licensure is preferred.

Scholarly and Research

- Possess expertise in a specialized area of social work practice (direct or macro);
- Participates in activities to enhance teaching competency;
- Contributes to multidisciplinary collaboration.

Service

- Participates in service to the profession through consultation or continuing education in the School of Social Work and/or professional organizations;
- Participates on School and University committees and/or School events;
- Represents the SSW in the wider university or community;
- Demonstrates a commitment to the profession by membership in professional organizations and service to the local community;
- Serve as an active member in community service groups, centers, and/or agencies;
- Contributes to interdisciplinary collaborative relationships.
- Serves as an active member of committees within the School of Social Work;
- Serves as an active member in local professional organizations.

Teaching

- Teaches within field of expertise and demonstrates skill in applying theory to practice;
- Demonstrates evidence of a current knowledge base in an area of specialty;
- Participates in activities to enhance teaching competency;
- Demonstrates evidence of growth toward excellence in classroom and/or clinical teaching indicated by peer and student evaluations, taking into account innovative strategies, use of technology and incorporation of state-of-the art knowledge, as reflected in the teaching portfolio;
- Incorporates evidenced-based knowledge in teaching;
- Contributes to curriculum activities through input to lead instructors and the committee Chair;
- May assume leadership with teaching teams and curriculum development.

Administration and Leadership (if applicable)

- Encourages staff and faculty contributions to the achievement of school goals through mentoring, motivation, work distribution and timely constructive feedback;
- Contributes to the development of the vision and goals of the SSW by generating and evaluating innovative ideas and implementation strategies;
- Effectively manages school and university resources to support SSW objectives.

B. Clinical Assistant Professor to Clinical Associate Professor: The following criteria serve as guidelines:

Education and Experience

- MSW degree required with a minimum of 6 years post-MSW practice experience.
- Social Work licensure is preferred.

- Doctorate degree in Social Work or another area is preferred but not required.

Scholarly and Research Activities

- Ongoing scholarship activities in educational and/or practice arenas.
- A PI, Co-PI role on research grants can be considered evidence of scholarship;
- Through scholarly activities (grants, peer-review publications, national conference presentations) demonstrates expertise in a specialty in social work practice (direct or macro);
- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidenced-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.
- May conduct research, program evaluation or service projects with funding;
- Research/evaluation/service projects may include those meeting the needs of the SSW or human service agencies in the region or state that do not necessarily involve grants and external funding;
- May include coordination, management, and supervision of grant activities with other faculty.

Service

- Leadership roles in SSW committee activities and educational innovations;
- Represents the SSW as an expert with a specialized area of knowledge in the university or wider community (local, state, regional, national);
- Demonstrates a commitment to the profession by membership in professional organizations and service to the local community;
- Participates in service to the profession, and makes significant contributions to local and regional professional activities (e.g., membership on a professional or agency board, pro-bono consulting to community organizations, local or state advocacy activities, peer reviewer roles);
- Serves as a member of University committees and may be appointed by the Office of the Dean, Chancellor, or Provost.

Teaching

- Excellent to outstanding teaching skills evident in course evaluations and reports by faculty classroom observers;
- Integrates research findings in teaching and practice;
- Significant contributions to student advising/mentoring/field liaison;
- Significant contributions to curriculum development;
- Demonstrates proven skill in applying theory to practice;
- Assumes leadership with implementation of new and/or revised courses;

- May provide mentoring to junior faculty members.

Administration and Leadership

- Ensures staff and faculty contributions to the achievement of school goals through mentoring, motivation, work distribution and timely constructive feedback;
- Advances the vision and goals of the SSW by generating and evaluating innovative ideas and implementation strategies;
- Strong service and moderate leadership roles in SSW committee activities and/or special roles at the School and University level;
- May assume leadership or oversight of special projects in recognized areas of expertise, either within the SSW, the University, or through consultation with community agencies or organizations;
- Maximizes school and university resources to support SSW objectives.

Research

- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidence-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.
- Research requirement may be waived for faculty teaching 80% or greater in the clinical setting. Overall evaluation of such NTS faculty will be based on teaching and related service.

C. Clinical Associate Professor to Clinical Professor: The following criteria serve as guidelines:

Education and Experience

- Social Work licensure is highly preferred.
- A doctorate degree in Social Work or related field is required with 10 years post MSW practice experience

Scholarly and Research Activities

- Evidence of a strong regional reputation as a major contributor to his/her field. Although not required, a national reputation would be considered evidence of substantial impact. “National recognition” is taken to mean that leaders in the field are able to recognize excellence in the candidate’s work and to identify contributions made to the field;
- Significant stature through professional practice, leadership in organizations, research or writing. No specific requirements are established, but candidates should have completed several scholarly works that establish their reputation as an accomplished presenter, scholar, or educator in the candidate’s area of interest.

- Recognition as an outstanding teacher, clinician and/or researcher;
- Presents peer reviewed papers and invited presentations at national and/or international meetings;
- May publish book chapters, case studies and/or articles in referred journals;
- Substantial, ongoing scholarly activities in educational and/or practice arenas;
- Supporting or investigative roles in grants or contracts (e.g., consultant, trainer, Co-PI) is not required but would be considered strong evidence of scholarship
- Assuming a supporting or investigative role in grants or contracts (e.g., consultant, trainer, Co-I) is not required, but would be considered strong evidence of scholarship;
- Creativity in initiating and completing high quality research/evaluation as demonstrated by scholarly publications, authorship of research and technical reports and the dissemination of research/evaluation findings through presentations at local, state and national meetings;
- A record of research funding from outside sources does not by itself guarantee research competence, just as inability to attract research funding does not necessarily demonstrate a lack of research competence. On balance, however, a record of substantial competitive research funding reflects well on the candidate and enables him/her to accomplish some of the criteria described above. Research funding reflects particular credit on the national level.
- Through scholarly activities (grants, peer-review publications, national conference presentations) demonstrates expertise in a specialty in social work practice (direct or macro);
- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidenced-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.

Service

- Demonstrates an enduring commitment to the profession by membership in professional organizations and demonstrate local impact as a result of their expertise.
- Significant contributions to local and regional professional activities within the candidate's areas of interest (e.g., membership on a professional or agency board, consulting to community organizations, local or state advocacy activities, peer reviewer roles);
- Assumes academic and/or administrative leadership roles within the School (e.g., chair of a significant committee, program director, leader of an important initiative). University committee or taskforce activity is not required but would be very positively viewed.
- Demonstrates leadership on committees, at SSW events and will consistently represent the SSW in the wider university or community. Strong service and moderate leadership roles in School committee activities and/or special roles assigned by the Chair or Dean;

Teaching

- Teaches within field of expertise and demonstrate proven skill in applying theory to practice;
- Demonstrates leadership with teaching teams, implementing new courses and curriculum;
- Recognized as a leader in field of expertise in the local area;
- Skill as a master teacher, evident in strong (excellent to outstanding) course evaluations and positive evaluations by faculty classroom observers. Ongoing evidence of the capacity to maintain teaching effectiveness and the ability for continuing growth as a teacher and scholar;
- Ongoing evidence of substantial contributions to student life through skilled advising and mentoring or other student activities is expected;
- Evidence of strong leadership in curriculum development and renewal is expected at the departmental and School level. Pedagogical contributions recognized at the University level are not expected but would be very positively viewed;
- Significant contributions are also expected in student advising/mentoring and in curriculum development at the departmental and/or School level that helps maintains currency in course content;
- May provide consultation and mentoring on clinical teaching.

Administration and Leadership

- Demonstrates leadership in a defined area of professional activity (direct or macro practice, program administration, research and evaluation);
- Recognized as well launched towards becoming a significant contributor to the profession;
- Demonstrates successful pursuit of a systematic program of professional practice that colleagues in the field believe holds promise of becoming a world-class level of contribution over the next decade;
- Assumes professional leadership roles at the regional and/or national level that garner external recognition in the candidate's practice field or specialization (e.g., officer in a nationally recognized professional organization; board member of a large regional or national agency; invited consultant to significant organizations, trainings for national agencies, testifying at state or federal policy hearings, conference organizer);
- Assumes an academic and/or administrative leadership role with the SSW (e.g., chair of a significant committee, program director, leader of an important initiative). University or task force activity is not required but would be very positively viewed;
- Assumes a leadership role in other scholarly activities (e.g., editorial boards, grant reviews, substantive second-level peer reviews);
- International activities are not expected but would be considered evidence of substantial impact.
- May include achieving recognition and/or awards that reflect contributions to the social

work profession;

- Demonstrates a progression of supervisory and administrative responsibility.

Research

- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidence-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.
- Research requirement may be waived for faculty teaching 80% or greater in the clinical setting. Overall evaluation will be based on teaching and related service.

D. Research Assistant Professor to Research Associate Professor - The following criteria serve as guidelines:

Education and Experience

- Doctorate degree in Social Work or closely allied field is preferred, with a minimum of 6 years of funded experience in applied research and program evaluation.

Scholarly and Research Activities

- Assumes a leadership role in the research and evaluation activities on a specific program and shows evidence of scholarship in practice, teaching and/or specific areas of professional expertise;
- Demonstrates capacity to maintain research and evaluation effectiveness and the ability for continuing growth as a teacher, scholar and member of the social work profession;
- Presents papers at national and/or international meetings;
- Publishes book chapters, case studies, technical reports, and/or articles in refereed journals.
- Engaged in conducting research, program evaluation or service projects with funding;
- Research/evaluation/service projects may include those meeting the needs of the SSW or human service agencies in the region or state that do not necessarily involve grants and external funding;
- May include coordination, management, and supervision of grant activities with other faculty
- Through scholarly activities (grants, peer-review publications, national conference presentations) demonstrates expertise in a specialty in social work practice (direct or macro);
- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidenced-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.

Service

- Demonstrates a commitment to community service related to professional expertise;
- Participates on committees and at School-sponsored events;
- Serves as members of School/university committees and contribute to the development of the vision and goals of the SSW.

Teaching

- Contributes to the development of students (baccalaureate, masters, and/or doctorate) through mentoring, directed studies or oversight of special projects related to research and evaluation;
- May provide teaching in research design, methodology and data analysis;
- May assist in student advising and field liaison, although not required.

Administration and Leadership

- Assumes leadership in state, regional, and/or national professional organizations;
- Contributes to the development of the vision of the SSW, especially in the areas of research and evaluation

E. Research Associate Professor to Research Professor - The following criteria serve as guidelines:

Education

- Doctorate degree in Social Work or closely allied field required with a minimum of 10 years of experience in applied research and program evaluation.

Scholarship and Research Activities

- Seen nationally as major contributor to his or her field through peer-reviewed and invited papers at national and/or international meetings;
- Shows capacity to maintain research and evaluation effectiveness and the ability for continuing growth as a teacher, scholar and members of the social work profession;
- Publication of empirically-based articles in highly regarded referred journals demonstrating an increasing depth in an area of specialization;
- Conducts a program or research or evaluation in a well-defined area;
- Publishes book chapters, case studies, technical reports, and/or articles in referred journals;
- Participates in other scholarly activities (e.g., editorial boards, grant reviews, and consultation).
- Evidence of substantial involvement in research and evaluation projects;

- Participation in a lead investigative role in grants or contracts (e.g., consultant, PI, Co-PI, Co-I) is considered strong evidence of scholarship;
- Creativity in initiating and completing high quality research/evaluation as demonstrated by scholarly publications, authorship of research and technical reports and the dissemination of research/evaluation findings through presentations at local, state and national meetings;
- Oversight of research and project evaluation staff/activities.
- Through scholarly activities (grants, peer-review publications, national conference presentations) demonstrates expertise in a specialty in social work practice (direct or macro);
- Disseminates research findings or clinical expertise to practice (e.g., publications, consultation to clinical agencies, evidenced-based practice protocols);
- May contribute to research or service projects in collaboration with other faculty and/or staff.

Service

- Provides leadership in service to the profession;
- Encourages collaborative contribution to the achievement of departmental and school goals through mentoring, motivation, work distribution and timely, constructive feedback;
- Demonstrates robust commitment to community service related to professional expertise;
- Significantly contributes to committees and the success of school-sponsored events;
- Evidences substantial contribution to the development of the vision and goals of the SSW.

Teaching

- May participate as a guest lecturer and/or precept students in research;
- Provides consistent mentoring and oversight to students through directed studies, participation in thesis or dissertation committees, and consultation of special student projects;
- Teaching is not required, but highly welcomed.

Administration and Leadership

- Demonstrates sustained leadership in regional, national, and/or international professional organizations;
- Assumes a leadership role in the development of the mission of the SSW, especially in regard to research and evaluation activities.

Role of Promotion and Tenure Committee and its Expectations

The Promotion and Tenure (P&T) Committee is responsible for promotion reviews of SSW non-tenure stream (NTS) faculty members with the ranks of clinical instructor, clinical assistant professor, clinical associate professor, clinical professor, research assistant professor, research associate professor, and research full-professor supported by University and/or extramural funds. Only the academic activities and performance of non-tenure stream faculty are within the purview of the P&T Committee. Promotion in non-academic titles for non-tenure stream faculty who carry administrative responsibilities will be accounted for in such administrative titles of director, assistant dean, and associate dean; consideration and promotion to such titles is outside the purview of the P&T Committee.

All faculty, whether tenure stream or non-tenure stream, are expected to have significant duties related directly to the School's mission to prepare "social work...students for competent professional practice and research". Thus, it is expected that all NTS faculty engage in service to the School, University, profession, and community. Expectations for NTS faculty regarding School service are cooperation with colleagues, administrators, and staff in meeting the School's mission and program goals; service on School and University committees; and active participation in the governance of the School.

While the NTS faculty ranks of lecturer, instructor, assistant professor, associate professor, and professor of social work parallel those in the tenure stream, the ranks are not interchangeable. In contrast to tenure-stream faculty, qualifications and criteria for appointment and promotion of NTS faculty positions are based on a specification of primary responsibility in one, or some combination of, the following three areas: (1) instruction, including teaching, academic advising and field liaison activities, (2) academic administration, including administration of the School's programs, professional curriculum development, coordination and implementation, and other matters related to program administration and instruction/curriculum-related service, and (3) research. Evaluation criteria for a faculty member will be determined by the emphasis of the particular position.

1. Instruction: NTS faculty whose appointments are primarily instructional will be expected to engage fully in teaching, advising, and field liaison activities. Instructional faculty will normally be assigned heavier teaching loads, will be active participants in curriculum development and program enhancement, and will carry a full set of responsibilities in serving the School. These faculty members are welcome to engage in research and will be supported in doing so, but will not be required to do so.

The candidate with a primarily instructional appointment should demonstrate achievements as an educator and the promise to continue being an effective teacher by demonstrating knowledge of subject matter, maintaining up-to-date syllabi, and exhibiting the ability to motivate students. Evidence of these accomplishments shall include course materials, evaluations of teaching by students and fellow faculty, and teaching awards and recognition. The candidate should also show evidence of efforts to further develop their teaching skills,

such as participation in workshops and training opportunities. Evidence of responsible academic advising and field liaison performance should also be provided.

2. Academic and Program Administration: NTS faculty with primarily administrative faculty appointments will be expected to make substantial contributions to the improvement of the educational enterprise through their administrative expertise. Academic administrative faculty have major administrative responsibility for overseeing an educational area viewed as central to the School, are normally assigned lighter teaching loads, and will carry a full set of responsibilities in serving the School. These faculty members are welcome to engage in additional instructional activities and research and will be supported in doing so, but will not be required to do so.

The candidate with a primarily administrative appointment should demonstrate active and effective leadership in their primary administrative area, as well as participation or leadership in other accreditation-related curriculum development, training curricula and/or on-going curriculum renewal activities.

3. Research: NTS faculty with primary responsibilities to research are expected to assume a leadership role in research and evaluation activities on a specific program and show evidence of scholarship in practice, teaching and/or specific areas of professional expertise. They will further be expected to demonstrate capacity to maintain research and evaluation effectiveness and the ability for continuing growth as a teacher, scholar and member of the social work profession. Evidence of accomplishment will include presentations at national and/or international meetings; publication of book chapters, case studies, and technical reports; publication of empirically-based articles in highly regarded referred journals demonstrating an increasing depth in an area of specialization; and effective engagement in conducting research, program evaluation or service projects with funding. Research/evaluation/service projects may include those that meet the needs of the School of Social Work or human service agencies in the region or state that do not necessarily involve grants and external funding. Activities may include coordination, management, and supervision of grant activities with other faculty. These faculty members are expected to demonstrate expertise in a specialty area of social work (direct or macro practice) through their scholarly activities.

Candidates with primarily research appointments may be expected to contribute to teaching, service, and governance activities of the school, as noted in the first section of this document; however, their promotion will be based primarily on their contributions to research.

Review Process for Promotion of Non-Tenure Stream Faculty

Consideration of non-tenure stream faculty for promotion will involve a review process similar to that for tenure stream faculty, but with a greater emphasis on the faculty member's fulfillment of the primary responsibilities associated with the position they occupy. Reviews will cover the period since the last promotion or initial appointment. Normally, an NTS faculty member should have been in the

current rank for at least six (6) years before being considered. Early consideration may be requested by the faculty member or the Dean, but must reflect exemplary performance.

For promotion from lecturer to assistant professor, performance in the area of primary responsibility as described above, must be considered superior. For promotion from assistant professor to associate professor, performance in the area of the candidate's primary responsibility must show a consistently superior record in their primary appointment area, as well as a commitment to maintaining a high level of involvement and remaining current in their primary area. In addition, the candidate must show evidence of superior contributions to the fulfillment of the School's mission, as well as contributions to the profession and community. For promotion to professor, the candidate must have a consistent and continuous record of excellence in their primary area of appointment, a national reputation, and evidence of superior contributions to the School's mission, as well as to the profession and community.

Role of the Promotion and Tenure Committee

A subcommittee consists of seven members will review the NTS candidates for promotion— five SSW NTS faculty members with up to two full-professors, two associate professors, and one assistant professor, plus two outside NTS faculty with full-professor ranking. A SSW NTS faculty member of the subcommittee will serve as the case manager who will manage and secure 6 external reviewers' assessment letters for the applicant and will develop an overall summary of the applicant's qualifications for voting by the subcommittee and make its recommendation to the P&T committee.

When sufficiently ranking NTS faculty within the School are not available, the NTS review subcommittee will consist of all qualifying NTS faculty plus additional members as needed-- chair of the P&T committee, plus most senior P&T committee member(s). The NTS sub committee must include two outside members as noted above.

Candidates seeking promotion must submit a letter of intent to the Dean and Chair of the P&T committee by February 1 of the preceding academic year. Following a request for consideration for promotion, the candidate must review this policy, which includes a written description of documents required for the review, and the Committee chair will meet with the candidate to review the requirements and the process and to respond to questions the candidate may have.

The promotion review timeline for NTS faculty parallels that specified in Part C of the general Promotion and Tenure Policy. The candidate's dossier, plus a memorandum with suggested six potential external reviewers must be submitted to the Dean's office and P&T Committee by September 15th (or earlier) of the year in which review is sought. The NTS subcommittee will select three reviewers among the six suggested by the candidate. The NTS subcommittee will also solicit three or more external reviews of their own in order to secure minimum total of 6 external review letters.

Materials to be submitted for Promotion: Although the overview statement by the applicant for promotion may include accounts of accomplishment since hiring date, the P&T review of NTS faculty

for purposes of promotion will cover the period since the previous promotion. For those without previous promotion by SSW, P&T review will be focused on accomplishment since the candidate's hiring date.

The external reviewers should be guided to address and evaluate qualification for promotion provide in the main area of the appointment. Evidence of teaching may come from outside colleagues who are familiar with the candidate's teaching competence or the subject area of the course, or from educational experts. Evidence of academic administrative leadership may come from internal letters from appropriate administrators, program director(s), chairs of curriculum committees, and/or outside experts in parallel academic administrative roles, or representing constituencies that are affected by the candidate's activities. Evidence of research contributions may come from outside colleagues familiar with the work, or who are capable of judging the contribution of the work. Referees may include academics and policy makers in the relevant field.

In addition, the letters may provide documentation of other areas of professional or community service. Evidence of service shall be letters from appropriate School administrators, University administrators and/or chairs of University committees. Evidence of professional and community service may include letters from professional or community groups or leaders, such as local community agencies, CSWE, NASW, journal editors, and others with the professional credentials to judge the work.

Outline of documents to be Submitted for Promotion: The NTS subcommittee's evaluation of the candidate's qualifications for promotion and voting will be based on the candidate's submission of at least the following documents:

- (1) The candidate's vitae;
- (2) The candidate's detailed job description and specific assignment;
- (3) A personal statement of the candidate's professional accomplishments and achievements in their central areas of their appointment since previous promotion, and goals for the future. Issues of potential relevance for inclusion in this personal statement are presented on pp. 16-17 of the overall Promotion and Tenure policy. This statement should not exceed fifteen double-spaced pages for those seeking promotion.
- (4) The candidate's teaching dossier, including evaluations of classroom teaching and peer reviews;
- (5) Written samples of major administrative and/or research contributions, including reports, policies developed or procedural documents;
- (6) Assessments of the candidate's teaching, administrative, and research performance by those administratively overseeing the candidate in the areas related to their primary responsibilities;
- (7) Evidence of service to School, University, community, and/or profession.
- (8) Supporting letters from external professionals that speak to the candidate's effectiveness, especially in their primary appointment area.

Committee Deliberations and Voting: The deliberation and voting procedures for non-tenure stream faculty is similar to those for tenure stream faculty described on pages 10-13 of the overall

Promotion and Tenure Policy. The NTS subcommittee must be a mix of NTS faculty and tenured faculty at above the aspirational rank applied for the promotion that reviews and votes on the candidate (e.g., a clinical assistant professor applying for clinical associate professor's rank will include NTS faculty subcommittee voters of clinical associate or clinical full-professors).

Appeals Process: Full-time, non-tenure stream members of the faculty who are terminated prior to the expiration of appointment may avail themselves of the appeals process described in Section III, D of the University BYLAWS. See Policy 02-02-07, Termination of Appointment for Cause.