Criteria for Promotion and/or Tenure at the
Graduate School of Social Work
University of Denver

 Adopted January 3, 2006

Introduction

The University of Denver’s Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure (Revised 2001) policy is available for viewing on or downloading from the University website at www.du.edu/facsen/APT_2001.doc. This detailed document, taken as a whole, constitutes the guidelines governing all University of Denver appointments, promotions, and tenure. Thus, each department, college, and school within the University is required to articulate and clarify their criteria for appointment, promotion, and tenure such that they are consistent with University of Denver guidelines. The guidelines presented in this document apply only to faculty appointed in the Professorial Series in September, 2005, and later. (For tenure track faculty hired before September 2005, the applicable policies are to be found in the Faculty Manual dated in the year of their appointment).

Additionally, with regard to the overall guidelines of the University, the 2001 provisions:

...supersede the provisions concerning faculty members in the University Handbook and in earlier versions of the Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure. If there is a claim either of a conflict or that the provisions of one of the earlier documents should apply, the Provost, after consultation with the Personnel Committee of the Faculty Senate, will decide which provisions will prevail (Preface, p. 3).

This document applies to all faculty members of any rank in the Professorial Series who are eligible for promotion and tenure.

Procedures for Promotion and Tenure

Orientation to Promotion and Tenure Guidelines

New faculty in the Professorial Series will meet with the Promotion and Tenure Committee (PTC) and the Dean during the first quarter of their appointment for the purpose of reviewing the criteria for promotion and tenure and the process by which the faculty review shall be conducted.
Third-Year Review

Untenured faculty in the Professorial Series will be provided a pre-tenure review in their 3rd year by the PTC. The purpose of the review is to provide candidates with feedback on their progress toward tenure according to four criteria—credentials and experience, teaching, scholarship, and service. The Committee will offer suggestions for meeting the standards within those areas to assist untenured faculty in planning their application for tenure, usually in their 6th year. The Chair will notify and schedule eligible faculty for the third-year review and provide information about the review process and the submission of appropriate materials. The Committee will review the material and then discuss the results of the review with the faculty member. A written summary will be provided to the faculty member and the Dean. The Dean will place a copy of the summary in the faculty member’s personnel file. The third-year review is meant to be an advisory developmental activity and is not binding on a future tenure application. [For more specifics on the pre-tenure review process, see section 5.2 of the University’s Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure (Revised 2001)].

Application for Tenure and/or Promotion and Decision Timeline

Faculty members who intend to apply for promotion and/or tenure will notify the Chair of the PTC no later than October 1. Application materials will be provided to the Chair no later than November 1. At a minimum, these materials should include the candidate’s promotion (and tenure, if applicable) statement, vitae, scholarly products, evidence of teaching performance, and documentation of service. The Chair will be available to assist the candidate in clarifying the specific types of materials to be submitted. The Committee will evaluate the application and prepare a summary report for the Dean and voting faculty. All discussions, deliberations, and voting on the application will be forwarded to the Dean by the last week of February (exact date is specified each academic year). The Dean’s recommendation will be submitted to the Provost’s Office by the last week of March (exact date is specified each academic year). The Board of Trustees will approve or disapprove the Provost’s recommendation during its annual meeting in June. The candidate will be notified of the Board’s decision in accord with university time frames.

External Reviewers

External reviewers are required for promotion and tenure reviews to assist in the evaluation of the candidate’s accomplishments in his or her substantive area. A list of at least ten persons (five from the Committee and five from the candidate) will be generated and will include faculty external to the University of Denver who are at or above the rank sought by the candidate. External reviewers’ record of research and scholarship should demonstrate expertise in the necessary substantive area(s) as defined by the candidate. External reviewers should not include individuals who have close personal or professional relationships with the candidate (e.g., former professors, coauthors of books & other publications, personal friends, etc.). The PTC will select four reviewers from the compiled list to assist in evaluating the scholarly contribution of the candidate and the
final list will be made available to the candidate before solicitation of evaluations. Candidates may challenge a selected reviewer only on the basis of alleged bias (e.g., conflicts of interest, negative experiences, etc.). The Chair of the PTC will send a letter to the chosen reviewers, asking them to serve as external reviewers. In the event that less than four persons from the list agree to perform the evaluation, the committee and the candidate will reach an agreement regarding additional external reviews. The Chair will send copies of the candidate’s vitae and scholarly products to the external reviewers. When received, the reviewers’ evaluations will be shared with PTC members at the appropriate level of appointment; a copy of all external evaluations will also be placed in the Dean’s office and made available to tenured, non-committee faculty members who are participating in the review and voting process. External reviews are considered confidential and will not be shared with the candidate.

Faculty Review Process

PTC members at or above the rank being applied for by the candidate will prepare a report of the candidate’s performance which summarizes the material submitted by the candidate, external reviews, and any additional information requested by the Committee. The committee will assign ratings of excellent, very good, satisfactory, or unsatisfactory for each criterion (credentials and experience, teaching, scholarship, and service), based on evaluation of the totality of the submitted materials. The summary report will not make a recommendation for or against the promotion and/or tenure. All discussion and deliberations of the PTC will be confidential.

The Chair of the PTC will then convene and chair a meeting of all tenured faculty members with rank at or above the rank being considered for the candidate. The purpose of the meeting is to discuss, consider, and vote on the requested action. The committee’s summary and the applicants’ submitted materials will be made available to this faculty group at least two weeks prior to the meeting. Faculty members will be expected to review all materials prior to the meeting and must sign a document located with the materials stating that they have reviewed the documents. Only faculty members who have reviewed the materials and documented their review may participate in the meeting and vote on the tenure and/or promotion decision. All discussions and decisions of the faculty group will be confidential.

The vote will be by secret ballot. In order to cast a vote faculty members must be present; proxy voting will not be permitted. The vote will be decided by a simple majority and, in the event of a tie, further discussion and voting will continue until a simple majority is reached. If the proposed action requests both tenure and promotion, the voting will be separate and will be reported separately.

No later than one week after this meeting of eligible faculty members (by the last week in February), the Chair will forward to the Dean (1) all material submitted by the candidate, (2) the summary report of the PTC including the external reviewers’ evaluations, (3) a summary of the faculty group’s discussion, and, (4) the result of the vote.
Dean’s Review

The Dean will review all of the material forwarded by the Chair and write an evaluative report which summarizes his or her evaluation of the degree to which candidates have met the promotion and tenure criteria as well as an assessment of the contribution that the candidate will make to the future needs of the School. This report along with the PTC summary report, the external reviewer’s evaluations and the candidate’s curriculum vitae is forwarded to the Provost by the last week in March (exact date is specified each academic year).

Notification to Applicants

Candidates will be notified of their promotion and/or decision by the Provosts’ office after the Board of Trustees meeting in June.

Reviews and Appeals

If a negative decision is made by the Board of Trustees, the candidate may request in writing the reason(s) for the negative decision. This request must be made within 15 days after notification of the Trustees’ decision. The Dean will respond within 15 days by providing a general description of the reasons for the negative decision. The candidate then has the right to request a review of the decision by a newly constituted PTC. For specific information about the review and appeals process at the departmental and University levels regarding promotion and/or tenure, see section 5.4.7 through 5.4.13 and section 7 of the University’s Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure (Revised 2001).

Criteria for Tenure and/or Promotion

The PTC will review the candidate’s promotion and/or tenure applications in relation to four criteria--credentials and experience, teaching, scholarship, and service. These four areas will be evaluated by the Committee and rated as excellent, very good, satisfactory, or unsatisfactory. The Committee will provide a description of the candidate’s performance in each area to accompany the assigned rating.

Credentials and Experience

Credential and experience refers to the candidate’s educational background, other professional training, social work practice experience, teaching experiences, and other pertinent professional experience that prepare faculty for promotion and/or tenure. At GSSW, candidates are expected to have the minimum educational and practice experience required by the Council on Social Work Education to teach in their respective content areas. Enhanced credentials and experience are expected throughout an academic career.
Teaching

Teaching is a primary responsibility of a faculty member and a principle function of a university. Teaching includes the transmission of knowledge to students and the promotion of teaching beyond the confines of the classroom. However, teaching can take many forms. Numerous teaching-related activities do not occur in the classroom, but have direct impact on one’s ability to teach, the quality of course content, and the students’ ability to learn. Such activities include developing curriculum, using distance education technologies and methodologies; advising and mentoring students; supervising independent studies; serving on dissertation and comprehensive examination committees; and, developing innovative teaching practices and methodologies, to name but a few.

Teaching occurs in three primary settings: the classroom, mentoring relationships, and the community. Classroom teaching encompasses innovative course development and pedagogy (content, organization, practice, and mechanics). The classroom at GSSW includes various community settings through distance education. Mentoring includes formal mentoring relationships such as advising and Ph.D. dissertation chair roles. Other opportunities for less structured mentoring relationships with groups of students include those that occur in the context of leading student groups in extra-curricular projects. Community teaching also extends the boundaries of the teaching activity beyond the School and into other University-sponsored and community settings. Examples include University and Women’s College courses, University College non-credit community programs, educational programs for national and state institutions, continuing education courses, professional development workshops and high school outreach programs.

GSSW supports faculty innovations in teaching roles, realizing that not all innovations are immediately successful; advances in teaching can be incremental over time. Candidates may submit a Teaching Portfolio as a way of organizing information about the evolution of their teaching skills. A teaching portfolio is viewed generally as a cumulative record consisting of teaching accomplishments and supportive documents that demonstrate evolving skills in instruction and student learning. The Chair of the PTC will refer candidates to information on teaching portfolios and to current models for presentation as requested.

Scholarship

Scholarship is another primary responsibility of faculty and can take numerous forms. In the broad sense, scholarship is seen as the pursuit and advancement of knowledge. More specifically, scholarship involves systematic and rigorous inquiry for the purpose of disseminating new knowledge, refining existing knowledge, and advancing new ideas. The products of scholarship are typically in the form of published papers in professional journals. Other forms of scholarship include, but are not limited to, books and book chapters, monographs, published research reports, presentations at professional meetings, research proposals, and media productions.
The PTC will evaluate the quality of contributions as well as the candidate’s scholarly productivity. Indicators of quality include, but are not limited to, the nature of the publication in which the work is published, whether or not the work has undergone a peer-review process, and the level of contribution to the work by the candidate. Scholarly work takes many forms. Peer-reviewed manuscripts, in the form of books or submissions to journals with broad distribution, make an important contribution to the dissemination of knowledge. Papers delivered at professional conferences that are peer-reviewed through a competitive process would be regarded as more significant than non-competitive presentations. The sole authorship of a manuscript or book may represent more time spent developing the work. However, it is also recognized that creative scholarship and collaborative relationships are time-consuming. Partnerships with special populations and international projects require more time for collaboration. Innovative work, frequent citation of the candidate’s scholarship by others, and cutting edge conceptualizations that advance the knowledge base of social work are other characteristics of scholarship that will be considered. Therefore, the presentation of scholarship requires description by the applicant about the special nature of projects, papers, and publications. The evaluation of scholarship will include the totality of the contributions.

GSSW characterizes scholarship in three groupings in descending order of importance for promotion and/or tenure applications, as identified below. The candidate should provide the Committee with guidance when it is unclear about the appropriate value a scholarly work should be accorded, or to what grouping the scholarship fits. The number of journal articles, books, monographs, etc. one has produced is easy to discern; however, assigning the appropriate value to each requires consideration of several dimensions. For example, a single-authored article in a peer-reviewed journal represents one piece of scholarship. A co-authored, peer-reviewed book published by a university press represents a different type of scholarly contribution. In all instances, the committee will use expert judgment and fairness in determining the value of a piece of work.

The contents of the three scholarship groups (A, B, and C) are not exhaustive. Whether or not the work has been published by an appropriate source, the refereed/non-refereed nature of the work, and the work’s professional orientation are the primary distinctions between these groups. Refereed work is characterized by having been selected for publication through a peer review process. Articulation of the publication process for books submitted by applicants will aid the PTC in correctly characterizing review processes associated with book publications.

Quality of scholarly work is seen as more important than quantity of scholarship. However, some guidance regarding publication outlets for tenure is important. Non-tenured faculty members generally submit promotion and tenure materials in their 6th year of employment. A general scholarship expectation for non-tenured GSSW faculty is publication of approximately 10 scholarly works in the first five years: approximately 70% of these 10 works should come from “Group A.”
The three categories of scholarship considered by the PTC are shown below.

**Group A**
- Refereed journal articles (paper and web-based)
- Refereed books
- Non-refereed books that are widely used across social work programs or related disciplines
- Refereed book chapters

**Group B**
- Other non-refereed books (authored or edited)
- Invited chapters in books
- Invited articles
- Other non-refereed journal articles
- Refereed conference proceedings (article length)
- Published book reviews
- Monographs
- Invited essays

**Group C**
- Conference presentations
- External research proposals
- External program grant proposals
- Training curricula
- Unpublished research reports
- Unpublished manuals and handbooks

**Service**

Service to GSSW and the University involves a variety of activities necessary for operations and achieving the desired outcomes of the School and the University. Service is required of all tenure-track faculty and often is incorporated into faculty workload. Service activities include, but are not limited to, coordinating sequences, tracks, and certificate programs; chairing or serving on GSSW or University committees; organizing School or University events; work with student groups; or coordinating GSSW or university-wide projects. It is expected that School and University service will increase over the course of an academic career and will involve greater service in leadership roles.

Service to the profession typically, but not exclusively, involves membership in and service to various professional social work organizations, related professional organizations and societies, and service on various editorial boards. Examples of service-related activities include holding an office, serving on a committee, or participation in projects sponsored by professional organizations. It is expected that faculty be involved in greater amounts of professional service and serve in increasing numbers of leadership roles across their professional careers.
Service to the broader community involves the application of one’s professional expertise to assist community organizations. Community service is often at the local level but can also be provided to regional, national, or international service organizations. Professional and community service should be provided on a voluntary basis; that is, where there is no monetary remuneration or other forms of compensation realized for providing the service. Examples include, but are not limited to, membership or holding an office on a community agency board, assisting a social service agency with securing a program grant, or assistance with an agency program evaluation without compensation.

GSSW’s guidelines for appointment and promotion to Assistant Professor, Associate Professor (with or without tenure), and Professor are presented below. All guidelines require some form of documentation through submitted materials and the candidate’s presentation of data from sources other than self-description. For example, the candidate’s vitae; letters from students, colleagues, and agency partners; evaluations from workshops and conferences; course evaluations; and other documents would meet this requirement.
Assistant Professor

Appointment or promotion to Assistant Professor requires satisfactory performance of all academic duties and demonstrated potential for further professional development in teaching, scholarship, and service. A candidate considered for appointment or promotion to the Assistant Professor level is required to receive ratings of satisfactory in credentials and professional experience, very good in teaching, and satisfactory in the areas of scholarship and service.

Credentials and Experience

- Earned doctoral degree in social work or related discipline.
- Social work practice experience necessary to teach in specified content area(s) as defined by CSWE standards.
- Continuity of effort to update knowledge and skills in areas of expertise.

Teaching

- Very good student course evaluations.
- Preparedness of courses, structure, readings, learning activities, and achievement of course objectives as reflected by student course evaluations.
- Periodic updating of course content and bibliographies to reflect new issues, theories, methods, techniques, etc.
- Engages students in critical thinking, evidenced through course assignments and strategies.

Scholarship

- Evidence of a beginning record of scholarship as described in criteria section.
- Identified research agenda and evidence of a research process.

Service

- Participates as a member of faculty committees.
- Participates at the local level in professional activities such as professional organizations, agency committees, etc.
- Carries out service responsibilities in the community consistent with one’s teaching, scholarly areas of specialty, and with the mission of GSSW.
**Associate Professor**

An appointment or promotion to the rank of Associate Professor (with or without tenure) requires a sustained record of professional achievement in teaching, scholarship, and service. A candidate considered for promotion to the rank of Associate Professor is required to receive ratings of at least satisfactory in credentials and professional experience, excellent in the areas of teaching and scholarship, and at least very good in the area of service. [For faculty applying for tenure as well as promotion, see section 5.1 of the University’s *Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure (Revised 2001)*].

**Credentials and Experience**

- Doctoral degree in social work or related discipline.
- Social work practice experience necessary to teach in specified content area(s) as defined by CSWE standards.
- Six years of teaching experience in a social work program at the university level (Consistent with University APT guidelines, exceptional candidates may request early consideration for tenure and/or promotion.).
- Continuity of efforts to update knowledge and skills in areas of expertise.

**Teaching**

- Excellent student course evaluations.
- Evidence of steady progress in teaching expertise evidenced through course development-- preparation of courses, structure, readings, learning activities, and achievement of course objectives as reflected by student course evaluations.
- Regular updating of course content and bibliography to reflect new issues, theories, methods, techniques, etc.
- Innovative teaching in method or content or extra efforts in developing new courses.
- Evidence that students attain course objectives.
- Service to the Doctoral Program as member of dissertation committees, comprehensive examination preparation and review, independent studies, and advising.
- Engages students in critical thinking, as evidenced through course assignments and strategies.

**Scholarship**

- Continuity of scholarly production.
- Publication record consistent with that described in Scholarship section above.
- Further advancement in originality, uniqueness, and independence of scholarly productivity.
- Published work of high quality and originality.
• Publications that make a contribution to the field of social work and/or other disciplines.
• Invited or peer-reviewed presentations at conferences.
• Routinely carries out research agenda.
• Publication of work based on research.
• Secures internal and/or external funding consistent with the research agenda.

Service

• Leadership role and/or activities that contribute to quality of the curriculum and/or faculty committee responsibility.
• Leadership in the preparation and development of curriculum content areas.
• Service on regional or national committees related to the profession such as journal editorial boards, professional organizations, and task forces.
• Service on university committees.
• Service responsibilities in the community consistent with one’s teaching, scholarly areas of specialty, and the mission of GSSW.
**Professor**

Appointment or promotion to Professor is the highest level of achievement and requires national and/or international recognition for distinction and excellence by peers. A candidate considered for appointment or promotion to full professor is required to receive ratings of at least satisfactory in credentials and professional experience and ratings of excellent in all remaining areas of teaching, scholarship, and service.

**Credentials & Experience**

- Doctoral degree in social work or related discipline.
- Social work practice experience necessary to teach in specified content area(s) as defined by CSWE standards.
- Fifteen years of teaching experience in a social work program at the university level, with increasing levels of academic leadership and responsibility. (Consistent with University APT guidelines, exceptional candidates may request early consideration for promotion with justification).
- Continuity of efforts to update knowledge and skills in areas of expertise.

**Teaching**

- Excellent student course evaluations.
- Evidence of steady progress in teaching expertise involving preparation of courses, structure, readings, learning exercises, and achievement of course objectives as reflected by student course evaluations.
- Ongoing updating of course content and bibliography to reflect new issues, theories, methods, techniques, etc.
- Innovative teaching in method or content.
- Development of new courses that contribute to excellence in school curriculum.
- Mentoring of less experienced faculty in teaching philosophy, strategies, and techniques.
- Mentoring of less experienced faculty in research and scholarship and in career and skill development.
- Service to the Doctoral program (as indicated for Associate); chair of dissertation committees; supervisor and mentor for graduate research assistants; leadership role in task responsibilities of doctoral program; contribution to doctoral education at university and/or national level; cross-disciplinary doctoral collaboration.

**Scholarship**

- Continued continuity of scholarly contributions.
- Widely recognized originality, uniqueness and independence of scholarly production demonstrated through the creation of new knowledge.
• Other recognition such as invited presentations at national and international conferences, participation on review panels for outside funding agencies, or serving as editor or reviewer of publications.
• Invited or peer-reviewed presentations at conferences, plus reflection of a steady progression rate.
• A recognized research reputation; secures funds regularly; publishes research-based work, and directs research projects.
• Secures funding related to the faculty member’s research agenda.

Service

• Leadership role and responsibility in operation of the School (e.g., Faculty Chair; Director of MSW Program, Doctoral Program, Research, Distance Education, etc.; and Chair of Tracks, Sequences, key GSSW committees, etc.).
• Provides leadership in development of the curriculum.
• Serves in leadership positions on regional or national committees related to the profession such as journal editorial boards, professional organizations, and task forces.
• Serves on and provides leadership to University committees.
• Provides leadership and service to the community consistent with one’s teaching, scholarly areas of specialty, and with the mission of GSSW.