

BYLAWS OF THE FACULTY OF  
THE MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES  
CASE WESTERN RESERVE UNIVERSITY

Revised by MSASS Faculty – 02/11/2008  
Ratified by Faculty Senate – 09/24/2008

Article 1  
Purpose

- 1:1 These bylaws and all amendments adopted as hereinafter provided shall constitute the rules and regulations governing the conduct and procedures of the constituent faculty of the Mandel School of Applied Social Sciences (hereinafter called the faculty) in the performance of its duties, as specified in and authorized by the constitution of the University Faculty of Case Western Reserve University.

Article 2  
Membership

2:1 Members

Members of the faculty shall be all persons holding tenured or tenure track appointments, non-tenure track appointments, or special faculty appointments, as defined in Article I, sections A, B, and C, of the Organization and Constitution of the Faculty, in the constituent programs of the Mandel School of Applied Social Sciences. Special faculty members include persons holding part-time or full-time academic appointments with specific limited responsibilities for the duration of a specific project or for a limited duration, including visiting faculty at all ranks, research faculty (at the ranks of assistant professor, associate professor, and professor), adjunct faculty (at the ranks of instructor and senior instructor and called adjunct instructor or adjunct senior instructor), field education faculty (at the rank of instructor and called field education instructor), specific named professors (according to requirements established for the position), and clinical special faculty at all ranks. All types and titles of special faculty are subject to the approval of the provost.

Secondary appointments are made as special faculty appointments. They are designed for persons who hold primary appointments in other schools/departments within the university. Such an appointment shall be at the rank of instructor, senior instructor, assistant professor, associate professor, or professor.

A faculty member shall be considered full-time if he/she is engaged fifty percent or more time in approved academic activities and the academic activity is conducted at an approved site. Faculty members holding part-time appointments shall be invited to attend faculty meetings but shall not hold elective positions. For voting rights see 2:6.

2:2 The majority of appointments shall be tenured or tenure track.

By separate resolution the constituent faculty of the Mandel School of Applied Social Sciences sets the specific ratio of tenured/tenure track to non-tenure track faculty. However, as stated in Article I, Section D of the University Faculty Handbook, except under special circumstances which are reviewed by the Faculty Senate and approved by the provost, the majority of the voting university faculty members at all times within each constituent faculty shall be tenured or tenure track faculty.

2:3 Terminations in the Case of Financial Exigent Circumstances

In accordance with Chapter 3, Part One, I, E., 3. of the University Faculty Handbook, these bylaws set forth the following guidelines for termination of faculty in the event of financial exigencies facing the school. Special faculty, in reverse order of seniority of rank and years of service, would be terminated first. Then, if necessary, non-tenure track faculty in reverse order of seniority of rank and years of service would be terminated. Tenure track, but untenured faculty, in reverse order of seniority of rank and years of service would then be terminated. Finally, if all other remedies are exhausted, tenured faculty in reverse order of seniority of rank and years of service would be terminated.

2:4 Ex-officio Members

The president and provost shall be *ex-officio* members of the faculty as provided in the bylaws of the University Board of Trustees.

2:5 Student Representatives

One student from each class (first and second year) in the masters program and one at-large from the doctoral program students shall be voting members of the faculty. An alternate shall also be designated who shall have voting rights if a voting member is not present.

Students from the masters program are selected by the chair and members of the officially recognized student government organization. The doctoral student selected by the doctoral student body to represent them in the Doctoral Program Executive Committee shall act as the doctoral representative.

2:6 Voting Members

- a. All tenured, tenure track and non-tenure track members of the faculty and student representatives may vote on general faculty matters. Student representatives may not vote on any matters pertaining to their own or other students' candidacy for degrees. Special faculty members have no vote on any

matters coming before the university faculty and no vote on any matter coming before the MSASS faculty, unless specifically asked, with prior notice, to vote on a particular issue by the voting faculty.

- b. Administrative directors without academic rank not defined as members of the faculty may vote on MSASS internal matters if so approved by the voting faculty members with prior notice.
- 2:7 The dean of the Mandel School of Applied Social Sciences shall certify the names of all administrative directors, faculty members, and students who are voting members of the faculty, and their respective ranks, titles, and positions within 30 days after the beginning of the academic year and thereafter as new appointments occur. This list shall be circulated to the faculty as soon as possible after the beginning of the academic year.
- 2:8 The dean shall furnish to the secretary of the university a list of all members of the faculty in accordance with Article 1, Section F, of the constitution of the University Faculty.

### Article 3 Meetings

3:1 Regular Meetings

The faculty shall hold meetings as appropriate, but not less than two full meetings per semester, on dates to be determined by the dean.

Administrative directors without academic rank may be invited to attend faculty meetings but shall not hold elective positions.

3:2 Special Meetings

Special meetings shall be held at the request of the president or the dean, or on petition to the dean by 20 percent of the voting members of the faculty, stating the purpose of the proposed meeting.

3:3 Presiding Officer - Rules of Order

The president or designated deputy shall preside at both regular and special meetings and shall conduct such meetings in accordance with *ROBERTS RULES OF ORDER*, latest edition. A faculty parliamentarian may be appointed by the dean.

3:4 Minutes

A person shall be designated by the dean who shall record the attendance at all meetings of the faculty and shall keep the minutes of all such meetings.

3:5 Quorum and Procedure of Voting

Sixty percent of the voting members of the faculty shall constitute a quorum and all decisions shall be by majority vote of those present, providing a quorum is present, except as specified.

Article 4  
Committees

4:1:1 The authority for educational policy rests with the faculty as a whole. Committees act in their behalf and are ultimately responsible to the faculty.

4:1:2 Standing committees of the faculty shall be the Steering Committee, Faculty Committees for Promotion and Tenure, Masters Curriculum Committee, Committee on Students, Committee on the Doctoral Program, and the Library Committee. Faculty and/or the dean may at any time establish committees to study and make recommendations on any matter within the jurisdiction of the faculty. Chairpersons of all standing committees shall be appointed by the dean except as specified in the bylaws. Unless exceptions are noted, only tenured, tenure track and non-tenure track faculty shall serve on standing committees.

4:1:3 Members of the Steering Committee, Masters Curriculum Committee, and the Doctoral Program Executive Committee shall be selected during the spring semester. Their terms of membership and method of selection shall be as specified by faculty in procedures guiding operation of each committee.

4:1:4 The dean shall prepare and distribute annually to all faculty members a list of all members of standing, advisory, and *ad hoc* committees.

4:2:1 Steering Committee-Function

The purpose of the Steering Committee shall be to make recommendations to the faculty on policies related to the governance of the school. The functions of the Steering Committee shall include but not be limited to the following:

- a. making recommendations to the faculty on the mission and overall direction of the school;
- b. advising the dean and consulting with him/her on the appointment of major academic officers, on the granting of sabbatical leave requests, on formulation

of the budget, on the allocation of the school's resources and facilities, on long-range planning, and other matters of similar concern to the faculty;

- c. reviewing and monitoring the school's budget;
- d. reviewing current programs, policies, and organizational structures with regard to their effectiveness, and exercising initiative in proposing the development and introduction of new programs, policies, and organizational structures; and
- e. recommending bylaws revisions and amendments.

#### 4:2:2 Steering Committee - Membership – Structure

The Steering Committee shall consist of the chairperson and six faculty members. The dean, associate dean of academic affairs and the associate dean of research and training, the chairperson of the doctoral program, and the director of field education shall participate as *ex-officio* members.

The chairperson and faculty members of the Steering Committee shall be elected from the entire faculty eligible to vote. Elected members shall serve overlapping three-year terms. Vacancies shall be filled by election. Members shall be eligible for re-election.

A standing Budget Subcommittee appointed by the Steering Committee chair shall consult with the dean on the formulation and implementation of the school's budget. Budget Subcommittee members can include faculty who are not members of the Steering Committee.

A standing Research & Training Subcommittee of the Steering Committee shall monitor the research and training activities of the school. The chair and members of this Subcommittee shall be appointed by the Steering Committee chair.

#### 4:2:3 Steering Committee - Meetings

Meetings of the Steering Committee shall be held at least twice in a semester and on call of the chairperson who shall give appropriate notice of all meetings to each member of the committee, specifying time, place, and agenda of the meeting. Steering Committee meetings shall be open to all members of the faculty.

#### 4:3:1 Faculty Committees for Promotion and Tenure

In accordance with the Faculty Handbook (Chapter 3, Part One, I, A., 3.), at the time of the initial appointment, the faculty member shall be provided with a general written description of 1) the criteria by which his/her performance will be

judged, and 2) the teaching, research and scholarship, and service required to maintain faculty status and for renewal of appointment, promotion, and/or tenure, as applicable.

The criteria for each category of faculty appointment and for promotion and tenure are developed by the MSASS faculty and described in Bylaws Attachment A, subject to approval by the provost, as appropriate for its discipline, and following the criteria set forth in Chapter 3, Part One, I, F., 3. of the University Faculty Handbook. The MSASS faculty shall also set forth written procedures providing for an appropriate review of each member of the faculty, as defined in Chapter 3, Part One, I, F., 5. of the University Faculty Handbook. All faculty members, with the exception of part-time faculty, receive an annual review. A Faculty Development Committee offers career guidance to each tenure track faculty member during the pre-tenure period. The option of forming an advisory committee for the purpose of career guidance and development shall be available to tenured faculty seeking promotion, non-tenure track faculty, research faculty and adjunct faculty as well.

The maximum pre-tenure period for MSASS tenure track faculty shall be six years. However, during the pre-tenure period, individual extensions may be granted in accordance with the guidelines set forth in Chapter 3, Part One, I, G., 5. and 6. of the University Faculty Handbook.

A committee consisting of all faculty eligible to vote shall meet to review candidates for promotion and tenure in accordance with the criteria and procedures for promotion and tenure established by the MSASS faculty.

These faculty shall consider all promotions and awards of tenure to insure the application of equitable standards for assessing credentials and to insure compliance with the personnel policy guidelines established by the university Faculty Senate.

On recommendations involving promotion of tenured and tenure track faculty, only tenured and tenure track faculty of rank equal or superior to the rank being considered shall be eligible to vote. On recommendations involving promotion of non-tenure track and special faculty, all voting faculty (tenured, tenure track, and non-tenure track) of rank equal or superior to the rank being considered shall be eligible to vote.

On recommendations involving tenure of tenure track faculty, only faculty with tenure shall vote.

The faculty committee considering promotion and/or tenure shall be chaired by the dean and shall make formal recommendations to the dean and university administration. The dean's position should not be included in the vote but should be transmitted to the university in a separate report accompanying the formal recommendations submitted by the committees.

MSASS criteria (approved 12/19/94) for consideration of promotion and tenure are organized into four areas, as specified in the CWRU Faculty Handbook. . These are as follows:

1. expert knowledge of academic field and a commitment to continuing development of this competence;
2. effectiveness in facilitating learning;
3. implementation of a continuing program of research and scholarship;
4. assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service.

The first criterion, “expert knowledge of academic field and a commitment to continuing development of this competence,” applies to all MSASS faculty: tenured, tenure track, non-tenure track, and special.

Tenured and tenure track faculty should provide evidence that they can and will continue to satisfy all of the other three criteria (2, 3 and 4).

Non-tenure track faculty should provide evidence that they can and will continue to satisfy at least two of the remaining three criteria (2, 3 and/or 4), depending on their initial appointment.

Special faculty should provide evidence that they can and will continue to satisfy at least one of the other three criteria (2, 3 and 4), depending on their initial appointment.

Faculty hired in the tenure track must remain in the tenure track. Faculty in the non-tenure track can apply for an open tenure track position, but if they move into a tenure track position, they cannot move back to a non-tenure track status.

MSASS shall provide an appropriate allocation of resources and time (taking into account rank and type of faculty appointment) for scholarly growth, academic achievement, and professional development, and shall delineate the commitment of resources that accompany an award of tenure.

#### 4:3:2 Appointments Beyond Pre-Tenure Period

MSASS faculty members who have been denied tenure by the university may be given renewable term appointments not leading to tenure consideration, contingent upon full financial support from non-university resources. Such faculty members would be in the special faculty category.

#### 4:4:1 The Masters Curriculum Committee - Function

The purpose of the Masters Curriculum Committee shall be to provide leadership, establish standards and initiate activities for overall planning, development, and coordination of the masters program. It shall recommend to the faculty policies and procedures with respect to the following:

- a. curriculum philosophy and standards;
- b. overall structure;
- c. alternative programs leading to the master's degree; and
- d. requirements for matriculation and graduation.

It shall take responsibility for initiation and execution of ongoing and periodic assessment of programs; and shall establish criteria for reviewing educational programs and proposals.

It shall review the practices and proposals of sub-units to determine their appropriateness and compatibility with overall curriculum education policy and priorities.

#### 4:4:2 Masters Curriculum Committee – Membership

The committee consists of the following persons:

- a. six full-time faculty members, balanced by rank and responsibility in the school, serving overlapping three-year terms;
- b. the associate dean for academic affairs;
- c. two students elected by the officially recognized student government organization;
- d. a representative selected by the Alumni Board;
- e. one member from the adjunct faculty, appointed by the associate dean for academic affairs;
- f. the administrator for student services;
- g. the director of field education or a designee; and
- h. a field instructor, recommended by the director of field education.

The committee chairperson shall be appointed by the dean.

Members of the faculty may submit nominations for committee membership to the chair of the committee and may nominate themselves. The Curriculum Committee will select nominees and, in the spring semester, present to the faculty a slate that meets the criteria for balance. The slate shall be sent to faculty at least one week in advance of the meeting at which the election is to occur. Any member of the faculty may submit an alternative slate.

Faculty shall be elected to overlapping three-year terms.

4:5:1 Committee on Students for the Masters Program – Function

The Committee on Students shall be responsible for formulating policies related to carrying out its consultative and administrative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultative decisions regarding:

- a. students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
- b. students who, after being placed on disciplinary warning or probation (See Professional Conduct Policy), develop a pattern of problematic performance in violation of the MSASS Professional Conduct Policy;
- c. determination of whether or not student plagiarism has occurred;

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs, including recommending that the committee consider administrative action or no further action.

The committee shall make administrative decisions regarding:

- a. students who, after being placed on disciplinary probation (See Professional Conduct Policy) and/or after consultation with the Committee on Students, appear to be unable to make satisfactory progress in meeting academic expectations;
- b. students who appear to be unable to make satisfactory progress in meeting field expectations;
- c. students who are placed on field work probation;
- d. a student's petition for reinstatement following termination due to inadequate academic performance; and

e. Disposition of cases involving student plagiarism

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, or no further action.

Student appeals of Committee on Students' actions shall be made to the dean.

4:5:2 Committee on Students for the Masters Program – Membership

The committee and its members shall be appointed by the dean. The committee includes the director of field education or his/her designee, the appointed chairperson of the committee and two other faculty members, one member of the Field Education Advisory Committee, two students, and alternates for faculty, field, and student members. The alternates serve when regular members are unable to attend.

The associate dean for academic affairs and the administrator for student services participate as ex-officio members.

All faculty members shall have a responsibility to serve on the committee.

Faculty members shall be appointed for a maximum of a three-year term. Provision shall be made for staggering the terms of office, with no more than two rotating off in any one year. Vacancies shall be filled by the appointment of the dean.

The representative from the Field Education Advisory Committee shall be recommended to the dean by the chairperson of the Committee on Students. One student and an alternate from the first year class shall be elected by the officially recognized student government organization in January. An additional first year student is elected in May. Names of students are presented to the dean for appointment to the committee to serve until January and May of the following year.

All members, except ex-officio, are voting members. A quorum is defined as four voting members. Voting members who cannot attend a meeting are required to arrange for an alternate: faculty and student members, and the Field Education Advisory Committee representative arrange with their alternates and the director of field education with a designated field office staff member.

4:6:1 The Doctoral Program Faculty

The functions of the doctoral program faculty shall be to provide leadership, establish standards and initiate activities for overall planning, development and

coordination of the doctoral program. Under the authority of the total faculty, it shall make decisions concerning:

- a. degree requirements;
- b. curriculum;
- c. standards of admission; and
- d. student standing and promotion.

The doctoral program faculty shall be members of the faculty as defined in Article 2, Section 1, who hold doctoral degrees, and other members teaching in the doctoral program. The doctoral program faculty shall report to the total faculty at least once a year.

#### 4:6:2 The Doctoral Program Executive Committee

The Executive Committee of the doctoral program shall be composed of four members of the doctoral program faculty elected at-large, one student who shall be elected by the students enrolled in the doctoral program, the chairperson of the doctoral program, the dean, and those persons who have major responsibility for constituent areas of the doctoral curriculum. The term of office of elected members shall be two years with one half elected in the spring semester in alternate years.

The functions of the doctoral program Executive Committee shall be to act in behalf of the constituent faculty in matters related to the functions outlined in Section 4:6:1, making recommendations to the constituent faculty and decisions as directed.

#### 4:6:3 The Chairperson of the Doctoral Program Faculty

The chairperson of the doctoral program faculty shall be appointed by the dean and shall be a full-time faculty member. He/she shall act as presiding officer of the doctoral program faculty and the doctoral program Executive Committee.

#### 4:7:1 The Library Committee

The Library Committee shall review and make recommendations to the faculty concerning issues related to the library. The functions shall include, but not be limited to:

- a. making recommendations to the faculty on the mission and overall direction of the library;
- b. advising and consulting with the library director on the library's budget and long range planning; and

- c. reviewing current library policies and making recommendations reflecting changing user needs.

The Library Committee shall meet at least twice during each of the fall and spring semesters and on call of the chair.

#### 4:7:2 Library Committee – Membership

The Library Committee shall consist of four faculty members, the library director, one student representative from each of the masters and doctoral programs and one alumnus. The faculty members should represent, as far as possible, the various program and research constituencies in the school.

The faculty membership is to be appointed by the dean, the student representative by their own constituencies and the alumnus by the Alumnae Association. Terms of membership shall be overlapping two-year terms and members may be reappointed. The chair shall be selected by the dean with the library director not being eligible to chair the group.

#### 4:8:1 Research & Training Subcommittee

The purpose of the Research & Training Subcommittee is to establish and assure a scholarly research environment within the school. Specifically, the committee shall:

- Provide leadership and initiate activities for overall planning and development of research and training grants and funding.
- Recommend to the Steering Committee policies and procedures with respect to supporting and advancing the research mission of MSASS.
- Assess the training and professional development needs of faculty, doctoral students and staff with respect to research and recommend programs to meet these needs.
- Prepare and deliver to the Steering Committee, at least yearly, a report on research and training programs and of MSASS research administration.
- Encourage and support faculty to develop research and training proposals.
- Oversee the investment funds for research and training development (i.e. funds for pilot studies and proposal preparation).
- Provide leadership and work with the Doctoral Program Executive Committee to develop research training and funding opportunities for doctoral students.
- Promote research visibility external to MSASS through developing a research newsletter, research content on the MSASS web site, research features in MSASS publications and research briefs.
- Receive reports from faculty representatives to University Research Council and Faculty Senate Research Committee, and serve as a conduit for bringing relevant University research issues to the Steering Committee.

#### 4:8:2 Research & Training Subcommittee – Structure and Membership

Faculty (tenured, tenure track, non-tenure track, special), senior research associates, center directors and principal investigators are eligible for membership on the subcommittee. There should be a minimum of eight members of the subcommittee, including Associate Dean for Research and Training and the chair of the doctoral program. At least one member of the subcommittee should also sit on the curriculum committee for the purpose of assuring the flow of information. The dean of the school and Manager for Research & Training shall be *ex-officio* members of the subcommittee. The appointments should be staggered and for a three-year term.

#### Article 5 Constituent Programs of MSASS

- 5:1 Constituent programs are: Masters in Social Work Program, Doctoral Program, Continuing Education Program, and such other programs as shall be created.

Leaders of constituent programs shall be appointed by the dean in consultation with the Steering Committee. These persons shall be charged with responsibility for educational and administrative leadership of their programs, and will be responsible to the dean in all matters except those lying within the authority of the faculty as a whole, or where authority is shared with another program of the university.

Each constituent program shall be organized internally as specified in the bylaws or in consultation with the Steering Committee.

#### Article 6 Dean of MSASS

- 6:1 Appointment of Dean and Term of Office

The dean of MSASS shall be appointed for a specified term by the president after consultation with members of the faculty and the Executive Committee of the Senate.

6:2 Functions of the Dean

The dean of MSASS shall be the chief executive officer of the school and chairperson of the faculty, charged with broad responsibility of representing its interest in the academic and administrative management of the university as a whole and shall perform such other duties as are specified elsewhere in these bylaws.

6:3 Other Administrative Officers

Appointments to or creation of any positions of associate dean, or other administrative offices shall be made by the dean in consultation with the Steering Committee.

Article 7

Representation in University Governance

- 7:1 The faculty of MSASS shall be represented in university governance by its dean, associate deans, and separate faculty members, as they shall from time to time be selected to serve on various university bodies.

The faculty of MSASS shall provide representatives to the Faculty Senate, and other university bodies in accordance with the bylaws of those bodies.

Article 8

Amendment of the bylaws

- 8:1 These bylaws may be amended at any meeting of the faculty by a vote of 60 percent of the members present, provided however, that the quorum of such a meeting shall be 60 percent of the voting faculty, and provided that the dean shall have distributed to each voting member of the faculty a written copy of the proposed amendment at least 14 days before the meeting

Following initial amendment, the bylaws shall be submitted to the appropriate committee of the Faculty Senate for review. Changes suggested by that committee shall be presented to the Steering Committee for its approval and then forwarded to faculty for final review and approval using the procedure discussed above. Approved bylaws are then submitted to the Faculty Senate for ratification.

Article 9  
Ratification of the bylaws

- 9:1 These bylaws shall become effective when approved by the faculty and ratified by the Faculty Senate.
- 9:2 A copy of the current bylaws shall be provided to the faculty by the dean. █

Approved by MSASS faculty

November 20, 1989  
Revised December 22, 1992  
Revised April 25, 1994  
Revised February 20, 1995  
Revised December 16, 2002  
Revised February 18, 2003  
Revised August 23, 2004  
Revised September 20, 2004  
Revised March 27, 2006  
Revised January 14, 2008  
Revised February 11, 2008

Ratified by Faculty Senate

January 28, 2003  
October 27, 2004  
April 27, 2006  
September 24, 2008

**Mandel School of Applied Social Sciences  
Case Western Reserve University**

**BYLAWS ATTACHMENT A  
STANDARDS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE  
FOR TENURED, TENURE TRACK, NON-TENURE TRACK AND SPECIAL FACULTY**

(Numbers in parentheses refer to criteria area. Criteria 1 applies to all faculty.)

MSASS criteria for consideration of promotion and tenure are organized into four areas drawn from the CWRU Faculty Handbook. These are as follows:

1. Expert knowledge of their academic field and a commitment to continuing development of this competence
2. Effectiveness in facilitating learning
3. Implementation of a continuing program of research and scholarship
4. Assuming a fair share of school/university service and administrative tasks, including contributing to community and professional service

Tenured & Tenure Track (Criteria 1- 4 apply for tenured and tenure track)	Non-Tenure Track & Special (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 & 4 apply to non-tenure track; at least one applies to special)
<u>INSTRUCTOR</u>  This rank not applicable	<u>INSTRUCTOR</u>  <ul style="list-style-type: none"> <li>• Master’s degree in social work or related field. (1)</li> <li>• Evidence of professional expertise and excellence in an area of social welfare. (3)</li> <li>• Evidence of pedagogical abilities relevant to social work education. (2)</li> <li>• Willingness to participate in school service and administrative tasks. (4)</li> <li>• Community social welfare service orientation as evidenced by participation in local</li> </ul>

<p align="center"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p align="center"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
	<p align="center">activities. (4)</p>
<p align="center"><u><b>SR. INSTRUCTOR</b></u></p> <p><b>This rank not applicable</b></p>	<p align="center"><u><b>SR. INSTRUCTOR</b></u></p> <ul style="list-style-type: none"> <li>• <b>Master’s degree in social work or related field. (1)</b></li> <li>• <b>Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or presentations. (1)</b></li> <li>• <b>Competence in pedagogical abilities relevant to social work education as evidenced by courses developed, new courses taken on, range of courses taught, teaching evaluations, etc. (2)</b></li> <li>• <b>Contributions to development of social work education as evidenced by ABLE participation, continuing education, guest lectures for other courses, etc. (2)</b></li> <li>• <b>Evidence of teaching competence over time as measured by attainment of performance goals set for teaching. (2)</b></li> <li>• <b>Scholarly productivity as evidenced by local, state, and/or national presentations. (3)</b></li> <li>• <b>Participation within the school in administrative and membership roles in committees, programs, and school initiatives. (4)</b></li> </ul> <p><b>Participation in professional/community organizations and undertakings. (4)</b></p>
<p align="center"><u><b>ASSISTANT PROFESSOR</b></u></p> <ul style="list-style-type: none"> <li>• <b>Earned doctorate.</b></li> <li>• <b>Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1)</b></li> <li>• <b>Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3)</b></li> <li>• <b>Service commitment as evidenced by school/ professional community membership, state and local activities. (4)</b></li> <li>• <b>Excellence in teaching as evidenced</b></li> </ul>	<p align="center"><u><b>ASSISTANT PROFESSOR</b></u></p> <ul style="list-style-type: none"> <li>• <b>Earned doctorate.</b></li> <li>• <b>Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1)</b></li> <li>• <b>Capacity for scholarly productivity as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books. (3)</b></li> <li>• <b>Service commitment as evidenced by school/ professional community membership, state and local activities. (4)</b></li> <li>• <b>Participation within the school and</b></li> </ul>

<p style="text-align: center;"><b>Tenured &amp; Tenure Track</b> (Criteria 1- 4 apply for tenured and tenure track)</p>	<p style="text-align: center;"><b>Non-Tenure Track &amp; Special</b> (where rank is applicable) (Criteria 1 applies to all. At least two of criteria 2, 3 &amp; 4 apply to non-tenure track; at least one applies to special)</p>
<p>by teaching evaluations, courses taught, etc. (2)</p> <ul style="list-style-type: none"> <li>• A research area of expertise is evident.</li> <li>• Ability to attract funding for research. (3)</li> </ul>	<p>university by assuming administrative and other roles in key committees, programs, and initiatives. (4)</p> <ul style="list-style-type: none"> <li>• Excellence in teaching and/or practice. (2)</li> <li>• Development of area of teaching focus. (2)</li> </ul>
<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> <li>• Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1)</li> <li>• Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1)</li> <li>• Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as</li> </ul>	<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>(Note: the relevant criteria apply to non-tenure track &amp; special faculty titles with this rank).</p> <p>Achieving this rank requires continued fulfillment of all criteria at the assistant professor level, with the addition of the following:</p> <ul style="list-style-type: none"> <li>• Achieved recognition as a scholar or expert in one or more areas of knowledge, practice, research, and education as evidenced by evaluation of external authorities and colleagues in the area of research practice or knowledge. (1)</li> <li>• Clear and explicit formulations of theoretical and value content bearing on a component of social work knowledge or practice as evidenced by research, demonstration or practice projects, professional presentations, teaching materials or other media, monographs, reports, papers, articles, book chapters or books, activities in workshops, continuing education, institutes, seminars, visiting professorships, advisory panels, etc. (1)</li> <li>• Mastery of pedagogical abilities relevant to social work education including development of teaching content and objectives in a clear and consistent fashion, coherent organization of content and effective presentation of classroom or field instruction content, responsiveness to learning needs and styles of students, and provision of opportunities for students' integration of knowledge, practice and values as evidenced by written self-evaluation (including such issues as philosophy/principles of education, assessment of teaching role and competence, aims</li> </ul>

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<p>philosophy/principles of education, assessment of teaching role and competence, aims and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> <li>• Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2)</li> <li>• Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4)</li> <li>• Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4)</li> <li>• Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research</li> </ul>	<p>and objectives, relationship with students, particular skills or mastery of content), student evaluation ratings and all written comments, responses from a random sample of current and former students who have taken courses from the candidate whose responses have been solicited by the dean, evaluations by colleagues such as specialization and/or concentration chairperson, team teachers, and others cognizant of the candidate's performance. (2)</p> <ul style="list-style-type: none"> <li>• Contributions to education with regard to social work education field, in general, curriculum development, development of innovative approaches, extensions of teaching skill/knowledge to continuing education, workshops, seminars, lectures, etc. as evidenced by self-report of such activities, published articles, reports, monographs, course syllabi, and evaluations by colleagues and consumers, etc (2)</li> <li>• Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4)</li> <li>• Assuming leadership roles in professional organizations and undertakings as evidenced by holding leadership positions in organizations and networks concerned with social welfare and social work. (4)</li> <li>• Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, external support for research and scholarship, evaluation of research and scholarships by external referees. (3)</li> <li>• Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3)</li> <li>• Participation in school service and administrative roles as evidenced by committee</li> </ul>

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<p>and scholarship, evaluation of research and scholarships by external referees. (3)</p> <ul style="list-style-type: none"> <li>• Scholarly work demonstrates excellence, an ability to conduct independent scholarship, and a sustained focus that is likely to continue as evidenced by research and scholarly activities currently underway. (3)</li> <li>• Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4)</li> <li>• Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)</li> </ul>	<p>membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4)</p> <ul style="list-style-type: none"> <li>• Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)</li> </ul>
<p align="center"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> <li>• Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member's work. (1)</li> <li>• National and/or international</li> </ul>	<p align="center"><u>PROFESSOR</u></p> <p>Relevant criteria apply to all faculty titles with this rank.</p> <p>Achieving this rank requires continued fulfillment of all criteria at the Associate Professor level, with the addition of the following:</p> <ul style="list-style-type: none"> <li>• Highly significant and sustained knowledge development and contributions in a specified area or areas bearing on a component of social welfare knowledge, practice, research and/or education as evidenced by evaluation of external authorities and colleagues. Quality and quantity of publications with an emphasis on sole and first authorship in top tier refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member's work. (1)</li> <li>• National and/or international recognition as a scholar. (1)</li> <li>• Significant contributions to education with regard to social work education as evidenced by</li> </ul>

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<ul style="list-style-type: none"> <li>• Significant contributions to education with regard to social work education as evidenced by curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work education and profession. (2)</li> <li>• Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3)</li> <li>• Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1)</li> <li>• Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4)</li> <li>• Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4)</li> <li>• Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4)</li> <li>• Assuming leadership roles in</li> </ul>	<ul style="list-style-type: none"> <li>curriculum development, development of innovative approaches, extension of teaching skills/knowledge, dissertations chaired, national recognition as a teacher, national and or international influence with respect to social work education and profession. (2)</li> <li>• Sustained and significant substantive scholarly contributions recognized nationally and/or internationally as evidenced by publications in refereed journals, consultations, honors, elections to scientific bodies, principal investigator of funded grants, authorship of a textbook. (3)</li> <li>• Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1)</li> <li>• Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4)</li> <li>• Major role and recognized leadership in key school, university, and professional committees/initiatives, as evidenced by assuming the role of chair, elected positions with the university, preparation of concept or position papers, administrative leadership activities and accomplishments. (4)</li> <li>• Evidence of influence on professional organizations, research, policy, or practice at the national and/or international level as evidenced by serving on national boards, being a consultant to government or scientific bodies, holding office in professional/scientific organizations, memberships on editorial boards or editorships. (4)</li> <li>• Assuming leadership roles in national and/or international professional organizations and undertakings. (4)</li> </ul>

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