

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Social Work Program

POLICIES FOR PROMOTION AND TENURE

Drafted May 2025

MISSION

The University of Delaware's Social Work program is housed in the College of Education and Human Development (CEHD), which prepares graduates to accept positions as social workers. To promote the program's mission, faculty teach undergraduate and graduate students, participate in scholarship and research activities, and provide service to the program, college, university and the larger community. The program views the areas of teaching, scholarship (and scholarship of teaching), and service as interrelated.

Each promotion and tenure decision is governed by the current promotion and tenure policies as published in the University Faculty Handbook. A tenure-track candidate for promotion must demonstrate ***excellence in scholarship and teaching*** and have high quality performance in service. A continuing-track candidate for promotion must demonstrate ***excellence in the area(s) that are 25% or more of their workload, and high- quality performance in other area(s).***

GENERAL PROCEDURES

I. Candidate's Responsibilities

- A. A faculty member has the right to apply for promotion at any time (subject to the provisions pertaining to promotion and tenure in the Faculty Handbook) and he/she has the exclusive right to advance or withdraw the dossier from the promotion process. However, Continuing Track (CT) faculty in the terminal year of a contract may not apply for promotion to a position with tenure. Time in rank is not a criterion for promotion.
- B. According to University guidelines, a candidate for promotion must notify the Department or Program Chairperson in writing of intent to apply for promotion by April 30 of the academic year before a decision at the university level will be rendered.
- C. External evaluations by those with established reputations and expertise in the area of social work, whose scholarship and/or teaching is in the field of the candidates' specialization are always required for promotion. These reviewers, at or above the rank with which the candidate is applying are solicited by the Social Work Promotion and Tenure Committee and are requested to analyze and evaluate critically the candidate's work and accomplishments and to comment on the candidate's potential for future development (Faculty Handbook: Promotion Policy). For both TT and CT faculty, external reviewers should be faculty external to the university.

Solicitation Guidelines:

- **By May 1st** of the academic year before a decision at the University level would be rendered, the candidate will submit to the Chair of the Social Work P&T Committee a list of at least 5 potential

reviewers who can meaningfully evaluate the quality of the integrated dossier of teaching, scholarship, and/or service and its contributions to the field of Social Work. The candidate should supply complete contact information including institutional affiliation, addresses, phone numbers and e-mails. A brief description of each reviewer's expertise should also be attached.

- The Program's P&T Committee will suggest additional external (to the university) reviewers. This total list of names will be greater than the number of letters solicited. The candidate will be informed of all potential reviewers by June 10 and will have the opportunity to comment on them. The Program P&T Committee makes the final selection of reviewers, which will include some of the reviewers submitted by the candidate. The final list of names will not be given to the candidate so as to preserve confidentiality of the reviewers.
- Candidates must not contact potential reviewers about the promotion process at any time once the P&T committee has made its selection decision. Letters of evaluation will be confidential and peer reviewers will not be mentioned by name or affiliation in any recommendation or evaluations. Reviewers will be referred to by letter or number.
 - **By May 15th** of the academic year before a decision at the University level would be rendered, the candidate must supply the P&T Chair with copies of the review packet that will be sent to external reviewers. For *tenure track faculty*, the review packet consists of the candidate's research scholarship statement, teaching statement, service statement, curriculum vitae, and select research publications to be reviewed. If the candidate has collaborative works, they must indicate what the candidate's contributions are to the finished work. The candidate may include any additional items related to research excellence.
 - For *continuing track faculty*, the review packet consists of a curriculum vitae and evidentiary materials representative of and aligned with their workload areas.
 - The teaching statement should include a broad education and teaching philosophy, along with a list of all courses taught, and in-depth illustrations of the candidate's overall teaching through highlighting of several courses representative of key teaching areas. At minimum, the in-depth illustrations should include (a) evidence of a meaningful relationship among theory, teaching philosophy, and practice, (b) a record of providing courses and curricular improvements that reflect current developments in the field, and (c) evidence that the candidate carefully considers and reflects on student learning and growth. The candidate may also include any additional items related to teaching excellence to support claims in the teaching statement. Teaching artifacts may include, but are not limited to, course syllabi, course assignments, workshop presentations, publication in practitioner journals, dissemination of teaching tips, content analysis of textbooks or other course materials, creation of learning modules, authorship of textbooks and textbook chapters, and creation of apps and software.

- The service statement should include a concise statement for each key aspect of service, which can be included as part of the overall service statement. The service statement should include the following: a summary of the candidate's major service activities, a description of the goals and objectives underlying the service, and an analysis of the effectiveness of the work. The candidate may also include any additional artifacts related to service excellence. Service artifacts may include, but are not limited to, reports, budgets, schedules, assessment frameworks, accreditation reviews, handbooks, and annual appraisals.
 - Leadership in scholarly activities is required, but collaborative work is also valued and encouraged. Therefore, in the event that a reviewer is being asked to evaluate collaborative works, the candidate must provide a description about what his/her contribution was to the finished work. A minimum of five (5) external reviews of a candidate's record should be obtained by the P&T committee. In addition to an evaluation, each reviewer will be asked to submit a curriculum vita or biographical statement describing his/her credentials and relationship to the candidate. Reviewers without personal ties to the candidate should be selected if possible. External reviewers who have published with the candidate or otherwise worked closely with the candidate should be excluded, except under unusual circumstances, and these circumstances must be documented. When personal ties exist, the extent and nature of those ties must be shared.
 - **August 1st:** The P&T Chair solicits formal feedback about teaching and/or reviews of service (depending on workload) for candidates with assigned workload expectations in these areas. These requests are made to former students, past and present advisees, past and present colleagues, and those who can comment on the candidate's teaching or service. The chair may ask the candidate to nominate faculty and students for this feedback.
- D. The candidate should submit his/her complete electronic version of the dossier to the Chair of the P&T Committee **no later than the following September 1**. Recommendations to the Dean by the program P & T committee are due October 1. The P&T Committee may refuse to consider promotions of candidates who do not submit a dossier in a timely fashion.

Other Pertinent Information:

Relationship to Other Units

For candidates that have funded appointments in more than one unit, the P&T Committee from the primary unit will solicit information from the other units regarding the candidate's performance (e.g., teaching, scholarship, service) during the P&T review process.

Work Conducted at other Institutions

In accordance with the University Faculty Handbook, "Unless otherwise noted in the faculty appointment letter, all work in rank, even if conducted at other institutions of higher education, shall be considered for promotion and tenure. It shall be the faculty's responsibility to include evidence of this work in

his/her dossier and to clearly identify when and where this work was performed.”
(<http://www.udel.edu/provost/fachb/IV-D-9-dossier.html>)

The dossier is the basis for decisions on promotion and recommendations for tenure. It is the responsibility of the candidate to prepare an organized dossier, representing the case for promotion using the evidential materials described in this document. The candidate is encouraged to consult with his or her mentors, members of the faculty, and the Program Chairperson concerning the content and preparation of this dossier.

II. Organization of the Dossier: Introductory Material

The organization of introductory material follows the University Promotion and Tenure Guidelines.

a. Contents and Guidelines

- Recommendation for Promotion Form
- A table of contents
- A copy of the department and college’s promotion and tenure criteria

b. Application for Promotion

- Candidate’s letter requesting promotion
- A detailed curriculum vitae
- Tabular summary of annual workload agreements for period under review
- Candidate’s introductory statement
- Two- and Four-year reviews

c. Internal Recommendations

- The Social Work P&T Committee’s recommendation
- The Social Work Chair’s recommendation (if and when applicable)
- The College P&T Committee’s recommendation
- The College Dean’s recommendation
- The University committee’s recommendation
- Any appeal materials (appeals and rebuttals)

d. External Recommendations

- List of potential reviewers from candidate and P & T committee indicating who was solicited to write a review and final respondents.
- Letters of evaluation from peer reviewers, together with rationale for their recommendation. (External peer review letters are solicited by the Program P&T Chair who specifies that recommendations are to be based on the evidential materials included in the review materials sent.). External review letters will be numbered sequentially for reference and will be placed in the dossier by the P & T committee.

III. Organization of the Dossier: Evidential Materials

The nature of supporting materials is primarily the responsibility of the candidate. Each section shall begin with the candidate's statement about the areas in their workload: teaching, scholarship, and/or service. **The list below represents an appropriate range of evidentiary material. It is not expected that every listed item would be provided. It is the candidate's responsibility to build a case for promotion that best exemplifies their work.**

If the candidate is presenting work (e.g., teaching, research, publications or other scholarly work, or service) conducted in-rank at other institutions of higher education, he/she should clearly identify this work and distinguish it from the work conducted at the University of Delaware.

The standards and criteria described below are in addition to the Faculty Handbook's sections 4.4.3.1 Promotion on the Tenure Track and 4.4.3.2 Promotion on the Continuing Track, which outline the minimum standards for promotion.

TEACHING

Teaching is an extremely important factor in promotion decisions and several kinds of evidence must be incorporated into the dossier. Excellence in teaching is evidenced by demonstration of consistency across a range of quality indicators therefore all candidates must provide some evidential material in A, B, and C. Also, see the [University of Delaware's Teaching Quality Framework](#) for guidance on sources of evidence.

A. Candidate's Statement and Evidential Materials

- Candidate's statement should summarize the teaching philosophies and experiences of the candidate, including, but not limited to, self-evaluation, a summary of any contributions to curriculum development, professional development activities related to teaching, or scholarly work directly related to teaching.
- Candidate's summary of all instructional activities engaged in since appointment or last promotion. This would include a list of all courses taught, including title, dates, and enrollments. It is appropriate to include independent studies, special problems, and student advisement information in this section, as well.
- Listing of teaching awards and honors.
- Evidence of teaching may include methods and materials used.
- Evidence of scholarly pursuits to improve teaching competence

B. Faculty and Peer Evidential Materials for Teaching

- Peer evaluations that attest to the candidate's pedagogical competence, knowledge of the subject matter, organization and preparation, ability to stimulate intellectual curiosity, innovative capacity, and such. These evaluations will be solicited by the departmental Promotion and Tenure committee and can include teaching observations as well as course portfolio evaluations. The first evaluation should be done in time to be included in the two-year review. Another evaluation should be conducted at minimum by the 4th year review. If a candidate chooses to engage in an expedited review, at least one observation should be included in the dossier. Where possible and practicable, a review of both a graduate and undergraduate course should be selected for observation. Candidates can opt to submit a range of course materials for peer review including syllabi, assignment sheets, instructional materials developed, and so on.
- Peer review from others in the department who have observed the candidate in conducting their teaching or supervisory responsibilities. The Departmental Promotion and Tenure Committee will arrange for the observations to occur. Resulting letters will be solicited by the P&T committee and the committee will place them into the dossier once the candidate has submitted it. These letters are confidential, and not accessible by the candidate.
- External reviews from faculty members outside of the department who have been provided with teaching and scholarship materials, as appropriate to workload, for review. These letters will be solicited by the Department Chair with the assistance of the P&T committee and the committee will place them in the dossier once the candidate has submitted them. These letters are confidential, and not accessible by the candidate.

C. Student Evidential Materials for Teaching

- Student evaluations, properly tabulated and summarized. The procedures used in administering the evaluations should also be described. The type and size of courses should be described. Candidates for review are responsible for summarizing and analyzing the evaluations in a manner that reflects quality of teaching across the time period under review.
- Samples of student comments from student evaluations. The means by which these samples were selected should be provided.
- Advisement load (graduate and undergraduate) and activities.
- Letters from University Students who were supervised in internships or student teaching placements. These letters will be solicited by the P&T committee and the committee will place them into the dossier once candidate has submitted it. These letters are confidential, and not accessible by the candidate.

SCHOLARSHIP

A. Candidate's statement

B. Evidence of scholarly attainment including

- Published Materials: Books, chapters in books or monographs, articles in refereed journals; conference proceedings, reprints of articles or parts of books in collections of distinguished contributions, reviews of books, technical reports, and other professional publications.
- A copy of each publication marked as peer reviewed or not
- A copy of each unpublished manuscript, clearly labeled “in press” or “submitted for publication” for the time frame under review
- Awards and prizes related to scholarship
- A copy of the award document
- Lectures/presentations/leadership at state, national, or international conferences or other institutions.
- A list of the above including role, title, date, conference/institution, location, and evaluations when available.
- Unsolicited Peer Evaluations
- Articles and book reviews citing the individual’s work and the reason for its importance.
- Reprinting of articles or parts of books in collections of distinguished contributions to a subject
- Description of funded research and grants
- Define in written form role in research and grants
- Describe project and collaborators
- Descriptions of grant and contract proposals submitted
- Non-funded research
- Journal editor, or service on editorial boards
- Letter from executive director or board
- Direction of graduate and undergraduate research
- Letters of evaluation from former and current undergraduate and graduate students (these will be solicited and placed in dossier by P & T committee). The procedures for drawing the sample should be clearly described. Particular emphasis should be placed on the role the candidate played in shaping the educational or career trajectory of the student.

SERVICE

Service on program, college, and university committees is expected of all faculty members, and is considered as part of the evaluation for promotion and tenure. Service to one’s profession is also important to the extent that this involvement is integrated with one’s scholarly or teaching activities. Therefore, listing offices or activities in state, national or international professional organizations, should be provided. To the extent practicable there should be an evaluation or assessment of the candidate’s contributions in this area from the organization itself, and such evidence should be included in the dossier. Philanthropic involvement in community activities may be considered to the extent that such service contributes to the individual’s, as well as the department’s, scholarship, and teaching activities. The candidate should document this work in their dossier. The department chair and the P&T committee must concur that the work is relevant, important, and meaningful in order for evidence to be included in the external evaluation material.

A. Candidate’s Statement

- The candidate's statement should provide a clear overview of the scope of one's service activities.
- The candidate's statement should assist the committees in understanding how one's service is tied to one's teaching and scholarship activities.

B. Evidence of Service Activities

- Service to the larger community (local, state, region, national, and international), including outreach, training, and technical assistance.
- Consultation and professional assistance to local, state, region, national, and international community groups and agencies
- Direct services to community organizations, professional groups, business, and industry (e.g., community boards, commissions, task forces)
- Cooperative activities with governmental and community agencies
- Requested and voluntary contributions to the community such as presentations, seminars, conferences, workshops, articles, TV, and radio appearances
- Responsibilities in professional organizations (e.g., committee assignments, offices)
- Reviews of articles and grant proposals
- Contributions to the University, College and Program: Committee membership and leadership in the University, College of Education and Human Development, and the Social Work Program.
- Non-course related instructional activities (e.g., workshops, seminars, conferences) for the enhancement of the department, college, and/or university
- Interdepartmental activities, coordination and assistance
- Mentoring of junior faculty
- Recruitment and promotional activities
- Career, professional, and personal advisement to persons outside the department and/or college
- Special contributions to the goals of the units
- Planning and development for the units
- Coordination, direction and/or supervision of experiential learning activities

CRITERIA FOR PROMOTION AND TENURE

The Social Work Program and the College value the **integration** of teaching, scholarship and service. As such, while the candidate is required to organize materials into three distinct categories, the dossier should be evaluated as a whole. Specifically, the decision to promote or not to promote the candidate should be based on the overall excellence of the contribution of the candidate to the Program, College and University mission. Although tenured and tenure track faculty members must strive for excellence in teaching, scholarship, and high-quality service. A continuing-track candidate for promotion must demonstrate excellence in the area(s) that are 25% or more of their workload, and high-quality performance in other area(s). Each faculty member will have a unique dossier, which reflects his/her individual pattern of excellence. Given the overall mission of the Program, there is recognition that faculty will often be intensely tied to developing programs and working in community and/or center settings. Substantial/significant contribution in the area of service is expected and must be recognized as such. Service includes activities rendered for the benefit of the Program, College, University, profession, and/or the local, state, regional, national and international communities. In the promotion process, the

willingness to undertake such work and competence in performing it is highly valued, as is service that is integrated and consistent with a faculty member's scholarly and teaching foci.

It is understood that excellence is based on quality and not quantity. Therefore, consideration of workload allocation and the amount of time spent in each area scholarship, teaching and service will be reflected in the evaluations. Regardless of profile and relative amount of time and effort across activities, there should be unmistakable evidence that the individual has progressed professionally and will continue to do so. A satisfactory or adequate record in any category is not sufficient; there must be very clear indication, based on hard evidence and outside peer evaluations, that the candidate has in fact attained high levels of accomplishment. Each eligible P & T committee member has a single vote, based on the evaluation of the overall dossier, to promote or not to promote the candidate.

Promotion to Associate Professor for Tenure-track and CT Faculty

Teaching for TT and CT

Demonstration of teaching excellence is expected of each candidate and should be aligned with the [University of Delaware's Teaching Quality Framework](#). This framework outlines seven characteristics of effective teaching: Learning goals, content, and alignment; Teaching methods and practices; Achievement of learning; Culture of belonging; Reflection and iterative growth; Involvement in teaching service, teaching scholarship, or teaching community; Mentoring and advising of students.

Candidates should have had an opportunity for graduate teaching (undergraduate teaching may be optional in some circumstances) and should have demonstrated effectiveness. The candidate should document a record of consistent growth in instruction. Teaching excellence also includes the availability and effectiveness of the faculty member in mentorship and advisement of graduate students.

In general, to receive a rating of excellence in teaching the candidate must have established a highly successful teaching program, which satisfies the high standards of the program. Such a program will typically involve not only excellence in the classroom itself, but also excellence in additional dimensions such as major contributions to the department's teaching mission or contributions to the teaching field.

Evidence of teaching excellence will typically include some or all of the following:

- Teaching philosophy
- Peer evaluations solicited or provided by the P & T committee
- Student teaching evaluations
- Sample syllabi
- Course Summaries
- Evidence of student achievement
- End-of-course reflections from students
- Unsolicited student feedback
- Grade Comparisons

- Teaching awards or other noteworthy recognition for excellence
- Significant contributions to the instructional programs of the department
- Significant curricular development or revision
- Involvement in the Scholarship of Teaching and Learning, including the provision of training for educators or the publication of course materials.

There is a range of qualities that excellent teachers exhibit. While it is not prudent, nor is it useful, to spend time and effort documenting achievement in all of the areas listed below, evidence of excellence in teaching may be documented through:

--Coherent course design. A transparent alignment between course objectives, instructional activities, and assessments is one hallmark of excellent teaching. Students should be able to see and understand how and why the goals, activities, and assessments connect.

--Evidence that students benefited. Outstanding teachers don't just assume that they succeeded. They collect and analyze evidence to see how well the students learned the course material.

--Multiple modes of instruction. Excellent teachers make use of a repertoire of instructional strategies appropriate to the material being shared and can be used to engage learners and meet the varying learning needs of their students. The skill set includes the appropriate use of technology and also encompasses older pedagogical methods that predate current technology.

--Data driven improvement strategies. Instructors formulate a problem of practice to solve, change their teaching to address this problem, and then determine whether the change was an improvement. This process involves the use of data from students to improve instruction—both during the semester (revising the course for those students) and after the semester (revisions for future students).

In evaluating teaching evidence the Promotion and Tenure Committee will carefully consider all aspects of the candidate's contribution to the program's teaching mission, based on their soundness, rigor, quality, depth, and applicability to the level of the students, and will weigh the balance and quality between the types of evidence provided. No one piece of evidence will be considered necessary or sufficient for a rating of excellence. For example, superior scores on student teaching evaluations or teaching awards must be accompanied by other convincing evidence to merit a rating of excellence. Additionally, superior scores on course evaluations and teaching awards are not required for a rating of excellence, provided the other evidence is sufficiently strong and convincing.

Scholarship of Teaching for CT Faculty

In addition to showing excellence in teaching as described above, CT Faculty seeking promotion must show excellence in scholarly teaching. Candidates might give examples of how

they apply the science of learning in their classrooms (i.e., using evidence-based teaching techniques), or candidates might explain how they use classroom learning outcome data to adapt and refine their teaching methods. CT faculty must show how they use feedback/data to improve their instruction, based on core principles of instruction in their field.

Service for TT and CT Faculty

Tenure-track and tenured faculty must demonstrate high-quality service. Continuing track faculty must demonstrate excellence in the predominant area of their workload and high-quality performance in the other area(s). Evidence of excellence includes establishing a service presence in the university, in their professional field and to the extent possible, the community, as a participant in his or her field of study. Consistent participation and contribution to program and college committees must be evidenced. Effective leadership in the profession, community, or within the university will be considered favorably.

Scholarship for TT Faculty

In addition to excellence in teaching and high-quality service, tenure-track faculty must demonstrate excellence in scholarship to be grant tenure. The candidate must have established an ongoing, excellent research program, of significance to the field of Social Work, with a demonstrated independence of scholarship. Major emphasis will be on research carried out and completed during the period under review. The candidate must demonstrate the ability to organize and sustain a viable research program. The research program may be related to previous doctoral or postdoctoral research but must show further significant development. The candidate must show their independent contribution. At the same time, demonstrating how their work contributed in a vital and innovative way to collaborative research is also valued.

Both the amount and quality of research will be considered. Publication in top-tier high-impact blind-peer reviewed refereed journals with national distribution is an important indicator of the quality of research, as is the caliber of academic press or books. Since research in some areas produces fewer publications for a given effort, the quantity of publication per se is less important than quality and will be considered in the light of the field, the teaching load, the number of graduate students and the service commitment. While not a replacement for publication in blind peer-reviewed journals or academic book presses, also valued are monographs, conference proceedings, and book chapters. The candidate's work should be presented at institutions and regional and/or national meetings.

Other evidence of the quality of the research includes the direction of undergraduate, honors, master's and doctoral research as well as serving on these committees. It may also include the following: invited papers and lectures, awards, reputation in his/her field among peers, and anticipation of a trajectory of national significance in his/her research specialty. Success in obtaining external funding strengthens a candidate's case for promotion to associate or full professor; however, such success is neither necessary nor sufficient for attaining a rating of excellence in research.

In evaluating the candidate's scholarship, given the Program's emphasis on the integration of teaching, scholarship, and service, the Promotion and Tenure committee will carefully consider all aspects of the candidate's research program and will rate the quality of the evidence provided.

Promotion to Full Professor for TT and CT

To be eligible for a positive recommendation for promotion to the rank of professor, a candidate must have maintained excellence in their scholarship (if tenured) and scholarship of teaching (if CT) and teaching and high-quality service and have demonstrated continued professional growth as a scholar and teacher. In evaluating a candidate for this rank, the committee employs demanding standards that require continued achievement beyond that necessary for promotion to associate professor.

Teaching for CT and TT

To receive a rating of excellence the candidate's overall contribution to the department's teaching mission must be superior, and the candidate must demonstrate significant initiative in supporting this mission. A case for an excellent rating in teaching must be thoroughly documented with substantial evidence from the items listed above. In addition, it is expected that candidates for promotion to Full Professor will have engaged in significant mentorship of teaching activities with colleagues and students.

Scholarship of Teaching for CT Associate Professors

CT faculty seeking promotion to full professors, in addition to demonstrating excellence in teaching as described above, must show excellence in the scholarship of teaching as described earlier. At this level, candidates are also expected to have external recognition for their teaching leadership or contributions. This might come in the form of national awards or demonstrating a regional, national or international reputation as a teacher. Other options are making significant contributions in the form of pedagogical materials, regional or national presentations or workshops, or contributions to original products related to curriculum and/or instruction. Other evidence of teaching leadership activities include mentoring, observing others and providing feedback, and conducting workshops for other faculty or students focused on teaching methods/instruction. To be rated as excellent in the scholarship of teaching, the candidate must demonstrate excellence thoroughly and completely with hard evidence. Appropriate external evaluations can be performed locally but should be external to the academic unit.

Scholarship for Tenured Associate Professors

To be rated as excellent in research a candidate typically will have 1) established a successful research program, evidenced by a substantial body of work accepted for publication in well-regarded, blind peer-reviewed journals and/or books published by well-regarded academic presses; 2) established and national and international reputation as a leading scholar, 3) received strong support from external reviewers; and 3) provided evidence that significant contributions to the research mission of the program will continue beyond promotion.

Evaluation of the quality and quantity of the candidate's research will be based primarily on published work conducted during the candidate's tenure as an Associate Professor.

Service for TT and CT Associate Professors

In the promotion process, the willingness to undertake service work and competence in performing it is highly valued, as is service that is integrated and consistent with a faculty member's scholarly and teaching foci. The candidate must have contributed to the units and his or her field of study at a regional, national, or international level. Within the university, administrative work, leadership on major committees, special assignments, and interdepartmental work are examples of work that is expected for a candidate who will successfully achieve the level of professor.

Within the community, the candidate must have established leadership within his or her field of study, including but not limited to such activities as board and commission membership and the holding of offices; the development of major community-based programs; leadership in professional organizations; or consultation at a regional, national, or international level. In addition, the candidate may have established service to his or her field that is reflected in such forms as reviewing grants or program proposals, the dissemination of scholarly information to general audiences, and/or activities in the policy and legislative fields.

Special Considerations The preceding does not preclude the possibility that, in the future, an assistant professor or an associate professor may have duties (of either short or long duration) differing substantially from the above expectations. If such is the case, there should be a clear written understanding on the part of all parties of what is expected and what criteria will be used in the evaluation for promotion or contract renewal.

Candidate's right to appeal

The candidate has the right to appeal the decision at all levels. Such an appeal shall be in the form of a written response delivered to the committee or administrator within five working days of the candidate's receipt of the recommendation letter. It is then the Committee's, Department Chair's or Dean's responsibility to consider and respond to the appeal in a timely manner.