

BYLAWS OF THE FACULTY OF
JACK, JOSEPH AND MORTON MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY

Revised by Mandel School Faculty – 11/14/2017

Ratified by Faculty Senate – 1/30/18

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 Jack, Joseph and Morton 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 Jack, Joseph and Morton Mandel School of Applied Social Sciences (hereafter called the Mandel School). 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 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. However, specified categories of special faculty including Research and Clinical Special Faculty may vote on particular matters coming before the Mandel School faculty, with prior approval of the voting faculty.
- b. Administrative directors without academic rank not defined as members of the faculty may vote on Mandel School internal matters with prior approval of the voting faculty.

2:7 Certification of Voting Members

The dean of the Mandel School shall certify the names of all administrative directors with faculty rank, 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 Faculty Roster

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.

2:9 Voting Members of Committees

2:10

All tenured, tenure track, non-tenured track and special faculty are voting members of standing or ad hoc committees to which they are appointed or elected.

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 Educational Policy Authority

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

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, the Library Committee and the Information Technology 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 Standing Committee Procedures

Members of the Steering Committee, Masters Curriculum Committee, the Doctoral Program Executive Committee and the Information Technology 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 Committee Rosters

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, six elected faculty members, and the faculty representative on the Senate Executive Committee ex officio. 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 Mandel School 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 Mandel School 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 Mandel School 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 Mandel School 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.

Mandel School 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 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.

The Mandel School 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

Mandel School 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 Curriculum Committee – Function

The purpose of the Curriculum Committee shall be to provide leadership, establish standards and initiate activities for overall planning, development, and coordination of the degree and non-degree or educational programs. 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.

The Curriculum Committee functions do not include doctoral education. All matters concerning doctoral program curriculum and standards are the purview of the Doctoral Program Faculty, as set forth in section 4:6:1.

4:4:2 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 and/or designee;
- 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– Function

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

The committee shall make administrative decisions regarding:

- a. students whose behavior is determined by the Dean's Committee on Consultation to be in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor's Manual and the MSSA Student Handbook);
- b. students who appear to be unable to make satisfactory progress in meeting field expectations;
- c. students who wish to petition for reinstatement following termination.

Following deliberations in this administrative role, the committee shall recommend a plan of action to the associate dean for academic affairs including suspension, termination, reinstatement or no further action. The associate dean for academic affairs will provide the final decision on the committee's administrative action. At any point the committee may consult with the University Office of Student Affairs.

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

4:5:2 Committee on Students– 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, or designee, should participate as an ex-officio member.

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 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 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 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 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 the Mandel School.
- 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 the Mandel School 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 the Mandel School through developing a research newsletter, research content on the Mandel School web site, research features in Mandel School 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.

4:9:1 Dean’s Committee on Consultation – Function

The purpose of the Dean’s Committee on Consultation is to provide consultation to any member of the academic team when a student situation presents which may not warrant immediate administrative action, but where members of the academic team believe that additional or different supporters may be needed to assure that the student has the opportunity to be successful in the program. The Dean’s Committee on Consultation shall be responsible for formulating policies related to carrying out its consultative functions and for recommending such policies to the Steering Committee and faculty for action.

The committee shall make consultation decisions regarding:

- a. Students who are presenting problems, either in the classroom or in the field, that are affecting their performance;
- b. Students who are being placed on disciplinary warning or probation and develop a pattern of problematic performance in violation of the Mandel School Professional Code of Conduct Policy found in the M.S.S.A. Program Instructor’s Manual and MSSA Handbook;
- c. Academic misconduct matters as outlined in the Case Western Reserve University Academic Integrity Standards has occurred;
- d. Other situations where a member of the academic team is concerned that the student’s performance or behavior may not lead to successful completion of the program.

Following deliberations in this consultation role, the committee shall recommend a plan of action to the associate dean for academic affairs. In cases where serious academic misconduct is found, this plan may include referral to the Dean of Graduate Studies for possible action, as provided in the CWRU Academic Integrity Standards. If the alleged violation is one for which the penalty is separation from the university (defined as level 3 and level 4) in the Academic Integrity Standards for Graduate Students (Chapter 4, Article VI of the Case Western Reserve University Faculty Senate Handbook, then the dean of the Mandel School will automatically forward the case to the dean of graduate studies to be heard under the University Academic Policies and Procedures. In cases where students are having serious difficulties in meeting field requirements or when the students’ behavior is in violation of the Professional Code of Conduct Policy (see the M.S.S.A. Program Instructor’s Manual

and the MSSA Student Handbook), the committee shall refer the student to the Committee on Students to consider administrative action.

The Dean's Committee will coordinate and continue to monitor the progress of students who are presenting problems in the classroom or in the field. At any point in the consultation process, the administrators of student services or academic affairs may consult with the University Office of Student Affairs.

4:9:2 Dean's Committee on Consultation – Membership

The Dean's Committee on Consultation is chaired by the Assistant Dean for Student Services and Director of Student Services or his/her designee. The committee includes the director of field education or his/her designee and the Associate Dean for Academic Affairs or his/her designee.

The designee for the director of field education shall be recommended to the dean by the director of field education. The student's field and academic advisor may be asked to meet with the committee. Other members of the academic team may be asked to meet with the committee as needed.

4:10:1 Information Technology Committee – Function

The charge for this committee shall be to review and to make recommendations to the faculty concerning issues related to information technology at the Mandel School. The functions shall include, but not be limited to: making recommendations to the faculty on the mission and overall direction of IT; advising and consulting with the Mandel School Director of IT on the IT budget and both short-range and long-range planning; reviewing current IT practices, priorities, and policies and making recommendations reflecting current and projected user needs and act as interface with the University level IT committee and appropriate sub-committees.

4:10:2 Information Technology Committee – Structure and Membership

The Chair of this Standing Committee shall be a member of the Mandel School faculty. Voting members of this Standing Committee shall include 3 elected representatives from the faculty, the Director of Information Technology, and one appointed representative each from master's students, doctoral students, and staff. Voting members shall serve two year overlapping terms. Ex officio members of the IT Standing Committee shall include the Dean of the Mandel School, Associate Dean for Research and Training, Associate Dean for Academic Affairs, Assistant Dean for Financial Administration, Chair of the Doctoral Program, Chair of the Master's Program, Director of the Harris Library, and the Mandel School Registrar.

Article 5
Constituent Programs of The Mandel School

5:1 Constituent Programs

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 The Mandel School

6:1 Appointment of Dean and Term of Office

The dean of the Mandel School shall be appointed for a specified term by the president after consultation with members of the faculty and the Steering Committee.

6:2 Functions of the Dean

The dean of the Mandel School 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 University Representatives

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

Article 8
Amendment of Bylaws

8:1 Amendment Procedures

These bylaws may be amended at any meeting of the faculty by a vote of 60 percent of the members present, provided 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 Bylaws

9:1 Procedures

These bylaws shall become effective when approved by the faculty and ratified by the Faculty Senate.

9:2 Current Bylaws

A copy of the current bylaws shall be provided to the faculty by the dean.

Approved by the Mandel School faculty	Ratified by Faculty Senate
November 20, 1989	January 28, 2003
Revised December 22, 1992	October 27, 2004
Revised April 25, 1994	April 27, 2006
Revised February 20, 1995	September 24, 2008
Revised December 16, 2002	October 25, 2012
Revised February 18, 2003	March 20, 2013
Revised August 23, 2004	January 30, 2018
Revised September 20, 2004	
Revised March 27, 2006	
Revised January 14, 2008	
Revised February 11, 2008	
Revised October 20, 2008	
Revised February 16, 2012	
Revised April 16, 2012	
Revised October 25, 2012	
Revised January 28, 2013	

APPENDIX A
JACK, JOSEPH AND MORTON MANDEL SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE UNIVERSITY

STANDARDS FOR APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE FOR
TENURED, TENURE TRACK, NON-TENURE TRACK AND SPECIAL FACULTY

I. Faculty Titles and Definitions

Members of the faculty shall be all persons holding full-time tenured or tenure track, non-tenure track and full- or part-time special faculty appointments. The Mandel School faculty titles and ranks are described in the Mandel School by laws (1:2:1) and are summarized in Table 1. Table 1 is consistent with provisions of the CWRU Faculty Handbook (Summer 2003) and Mandel School by laws (approved 1/26/2004, revised 9-25-17).

- Per faculty resolution of May 11, 2015, the ratio of tenured/tenure track faculty to non-tenure track faculty must meet or exceed 60:40 at all times (i.e., 60% must be tenured/tenure track).
- Voting faculty is defined as the tenured/tenure track and the non-tenure track. These two groups of faculty have voting privileges as stated in the CWRU Faculty Handbook. Special faculty members have no vote on matters coming before the Mandel School faculty, unless specifically asked to vote on a particular issue by the voting faculty.

II. Qualifications and Standards

The Mandel School 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

These criteria are applicable to each faculty member, but the emphasis and the types of evidence required to support achievement of each criterion depends on the nature and type of the initial faculty appointment (tenure track, non-tenure track, special). 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.

III. Promotion and Tenure

Table 2 illustrates the criteria, evidence, and sources as applied for appointment, reappointment, promotion, and consideration for tenure. The criteria, general evidence, and sources of evidence listed have sufficient detail to be applicable to all faculty. Table 2 also demonstrates how quality and excellence are maintained, while providing opportunities for advancement and career development for all types of faculty.

1. The first criterion, “expert knowledge of academic field and a commitment to continuing development of this competence,” applies to all Mandel School faculty: tenure track, non-tenure track, and special.
2. Tenure track faculty should provide evidence that they can and will continue to satisfy all of the other three criteria (#s 2, 3, and 4).
3. Non-tenure track faculty should provide evidence that they can and will continue to satisfy at least two of the remaining three criteria (#s 2, 3, and/or 4), depending on their initial appointment.
4. Special faculty should provide evidence that they can and will continue to satisfy at least one of the other three criteria (#s 2, 3, and 4), depending on their initial appointment.
5. The criteria for promotion to associate professor are the same for all faculty types (tenure track, non-tenure track, and special), except that time limits do not apply to non-tenure and special tracks, and the focus of the initial appointment (teaching, research and/or service) may be different. The Mandel School provides an appropriate allocation of resources and time (taking into account rank and type of appointment) for scholarly growth, academic achievement and professional development.
6. 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. The provost’s office must approve a transfer into the tenure track. The Mandel School policy of 2/2000 and approved by the CWRU Faculty Senate states:” Although a one time, one way movement from a non-tenure track to a tenure track position is possible, it is not allowable (a) to move back and forth between tenure track and non tenure track positions..... Someone appointed to a non- tenure track position may later be appointed to a tenure track position but then cannot move back to a non-tenure track position. Likewise, someone appointed to a tenure track position cannot move to a non-tenure track position and back to the tenure track”.
7. The Mandel School by-laws (Section 4:3:2) state: “Mandel School 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.”

8. Faculty in the tenure track who have served six (6) years in the school without being granted tenure should be offered a terminal appointment (except as indicated in point 7 above).
9. Tenure should be granted only at the levels of associate and full professor.

Table 3 summarizes procedures for faculty review of tenured, tenure track, non-tenure track and special faculty who seek a promotion in rank and/or tenure. The chart also shows ways in which a faculty member may receive guidance and feedback on job performance, including annual reviews, formation of advisory committees (Faculty Development Committees), and in the case of tenure track faculty in the pre-tenure period, 3rd year reviews.

1. All faculty members, with the exception of part-time faculty, receive an annual review, as required by the CWRU Faculty Handbook.
2. 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, and special research, adjunct, and clinical faculty as well.
3. On recommendations involving promotion, only faculty of rank equal or superior to that being considered shall be eligible to vote. On recommendations involving tenure, only faculty with tenure shall vote.
4. Promotion considerations to the rank of assistant level and higher require external evaluations.
5. Procedures for initial appointments and renewals of secondary appointments are summarized, following the policy statement on secondary appointments approved by the Mandel School faculty April 14, 2003 and listed later in this document.

IV. Procedures for Review for Promotion and/or Tenure Considerations

A. Review Committees

All candidates for promotion and/or tenure will be reviewed by all faculty who are eligible to vote at the rank being considered. On recommendations involving promotion of tenured or tenure track faculty, only tenured and/or 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. 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 Faculty Senate. These faculty shall review candidates in accordance with the criteria for promotion and tenure and the procedures for promotion and

tenure review established by the Mandel School Faculty and the guidelines established by the Faculty Senate.

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

B. Review of Tenure Track, Pre-Tenure Faculty

There shall be a yearly review by the dean of all tenure track faculty during the pre-tenure period which will be reported to the university. At the end of the first three years of the faculty appointment, there shall be a review conducted by the tenured faculty, which will assess the progress of the faculty member toward meeting the criteria for tenure and indicate areas of strength and concern. This report will be given to the candidate. The review report will be sent to the provost's office.

The intent of the yearly reviews and the three-year review is to keep the faculty member informed as to his/her progress in meeting the criteria for tenure, offer suggestions related to areas of concern, and provide the faculty member an early evaluation so as to enable the faculty member to consider options prior to the end of six-year pre-tenure period.

C. Preliminary Procedures

1. At the time of the appointment, incoming faculty will receive a copy of the procedures and criteria for promotion and tenure.
2. A formal consideration for promotion and/or tenure will ordinarily occur at the time of the faculty member's automatic review date but, if circumstances warrant, may be initiated earlier. Consideration may be initiated at the request of either the faculty member or the dean. Faculty members whose automatic review dates for promotion or tenure occur within a particular year shall be notified by the dean. If warranted by special circumstances, individual extensions of the pre-tenure period may be made as described in the university's Faculty Handbook, subject to the provost's approval.
3. The list of candidates will be made known by the dean to all faculty by September 1 of each year in which there will be candidates. Colleagues may submit material regarding the performance of any person on the list to the dean by October 1. Submitted information will be included in the candidates' promotion and tenure materials in accordance with guidelines provided by the provost's office.
4. At no time shall an individual be considered for review without his/her knowledge.
5. Candidates may consult with members of review committees for guidance and advice regarding preparation of material prior to a scheduled review.
6. Candidates will receive both the Mandel School criteria for promotion and tenure and the guidelines provided by the provost's office.

D. Material to be Reviewed

1. Candidates shall submit the following materials to the Dean:
 - a. A current and complete vita;
 - b. written statements of self-evaluation covering the criteria for promotion and tenure;
 - c. a selection of publication reprints or manuscript copies that the candidate considers representative of his/her strengths and contributions plus any reviews or commentaries on the work;
 - d. a list of persons from whom the dean can request references. These should be persons who can comment knowledgably about the capabilities and contributions of the candidate. Table 3 indicates the numbers of external letters required of promotion and/or tenure candidates; and
 - e. other material that the candidate believes will serve as evidence.
2. The dean's office shall submit the following material to the faculty eligible to review the candidate's promotion and/or tenure request:
 - a. The material submitted by the candidate;
 - b. if applicable, letters submitted by colleagues (internal and/or external to the school) solicited by the dean in consultation with the candidate and other colleagues;
 - c. evaluations requested from outside referees. The dean is responsible for the solicitation of letters or reference from outside referees. He/she assumes final responsibility for the content of the letters and for determining the referees that shall be solicited. Names of persons submitted by the candidate will be used selectively and will be supplemented by names submitted by members of the Faculty Committees for Promotion and Tenure;
 - d. the most recent three years of student ratings and written evaluations of the candidate's classroom and/or field teaching;
 - e. the responses from a random sample of current and former students who have taken courses from the candidate;
 - f. written review of the dean.
 - g. written third year review of the Faculty Committees for Promotion and Tenure.

The candidate may review submitted material with the exception of confidential evaluations from outside referees, colleague letters, and letters from students solicited by

the school. He/She may provide a written rebuttal but cannot remove any material with which he/she disagrees.

V. Procedures for Secondary Appointments

A. Definition

The CWRU Faculty Handbook (Summer 2003) states that in cases where an appointment applies to more than one constituent faculty or department, or to an administrative office as well as academic unit, one constituent faculty or department shall be identified as that of the primary appointment, and the other as secondary. Secondary faculty appointments are designed for persons who hold primary appointments in other schools/departments within the university. Such appointments will range in title from instructor through professor. Secondary appointments are important for establishing working relationships with other schools or departments and conducting interdisciplinary studies.

B. Terms and Procedures for Appointment

1. No faculty member shall hold a secondary appointment at a rank higher than the rank held in his/her primary department or school.
2. Secondary appointments are made as special faculty appointments as described in Tables 1 and 3.
3. Persons holding secondary appointments will receive no individual financial compensation or office space as a function of the secondary appointment.
4. Those holding secondary appointments in the Mandel School only will not be voting members of the Mandel School faculty.
5. Faculty members may nominate individual faculty members for a secondary appointment in writing for the dean's consideration. The dean may bring recommendations for initial secondary appointments to the faculty for their consideration. Faculty of the same or higher rank will review the candidate's credentials (which would ordinarily include a CV, statement of rationale for secondary appointment, and a copy of one recent published paper) and submit their recommendation to the dean. Initial appointments will be for one academic year. Re-appointments (renewals) may be made by the dean.
6. As expressed in the CWRU Faculty Handbook, the primary department or school continues to be responsible for the initiation of consideration of reappointment, promotion, tenure or termination.

Table 1
Categories and Titles of Mandel School Faculty

Type	Modifier	Ranks	Appointment	Vote	Comments
TENURE TRACK/ TENURED	None	Assistant Professor Associate Professor Professor	Full time, Finite Full time, Indefinite	CWRU- yes Mandel School - yes	No changes in procedure from our current policy. Criteria and standards for promotion have been developed for each rank.
NON-TENURE TRACK	None	Instructor Sr. Instructor Assistant Professor Associate Professor Professor	Full time, Finite	CWRU- yes Mandel School - yes	Establishes a non-tenure career track.
SPECIAL	Visiting	Instructor Sr. Instructor Assistant Professor Associate Professor Professor	Full or part time—short term/ limited	CWRU-no Mandel School - no, unless asked to vote	Appointment is at same rank as previous institution. If not from academia, title is Visiting Faculty; the modifier Distinguished Visiting may be used in special circumstances.
	Research	Assistant Professor Associate Professor Professor	Full or part time—Finite, dependent on research funding	CWRU-no Mandel School - no, unless asked to vote	These individuals are established researchers who direct funded research and provide experiences for students.
	Adjunct	Instructor Sr. Instructor	Part time or full time with limited duties--Finite	CWRU-no Mandel School - no, unless asked to vote	Perform limited educational duties such as teaching specified courses, seminars, or advising (field, academic, ABLE), etc. Typically primary appointment is elsewhere.
	Field Education	Instructor	Agency based	CWRU-no Mandel School - no, unless asked to	Educate students in field placements. Employed by agencies, not CWRU.
	Lecturer	N/A	Full or part time	CWRU- no Mandel School - no	Carries a teaching load for a prescribed period of time – total appointment may not exceed three years.

Table 2
Criteria, Evidence, and Sources as Applied for Appointment, Reappointment, Promotion, and Consideration for Tenure

(Numbers in parentheses refer to criteria area. Criteria 1 and 4 apply to all faculty.)

The Mandel School criteria for consideration of promotion and tenure are organized into four areas drawn from the CWRU Faculty Handbook, and one additional area pertinent to the social work profession. 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 of criteria 2, 3 & 4 applies to special)
<u>INSTRUCTOR</u> This rank not applicable	<u>INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1) • Evidence of professional expertise and excellence in an area of social welfare. (3) • Evidence of pedagogical abilities relevant to social work education. (2) • Willingness to participate in school service and administrative tasks. (4) • Community social welfare service orientation as evidenced by participation in local activities. (4)
<u>SR. INSTRUCTOR</u> This rank not applicable	<u>SR. INSTRUCTOR</u> <ul style="list-style-type: none"> • Master’s degree in social work or related field. (1)

<p align="center">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p align="center">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 of criteria 2, 3 & 4 applies to special)</p>
	<ul style="list-style-type: none"> • Recognition of area of expertise by local/community professionals as evidenced by honors, publications, and/or presentations. (1) • 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) • Contributions to development of social work education as evidenced by ABLE participation, continuing education, guest lectures for other courses, etc. (2) • Evidence of teaching competence over time as measured by attainment of performance goals set for teaching. (2) • Scholarly productivity as evidenced by local, state, and/or national presentations. (3) • Participation within the school in administrative and membership roles in committees, programs, and school initiatives. (4) <p>Participation in professional/community organizations and undertakings. (4)</p>
<p align="center"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • 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) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Excellence in teaching as evidenced by teaching evaluations, courses taught, etc. (2) 	<p align="center"><u>ASSISTANT PROFESSOR</u></p> <ul style="list-style-type: none"> • Earned doctorate. • Developing knowledge in one or more areas of knowledge, practice, research and/or education. (1) • 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) • Service commitment as evidenced by school/ professional community membership, state and local activities. (4) • Participation within the school and university by assuming administrative and other roles in key committees,

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">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 of criteria 2, 3 & 4 applies to special)</p>
<ul style="list-style-type: none"> • A research area of expertise is evident. • Ability to attract funding for research. (3) 	<ul style="list-style-type: none"> programs, and initiatives. (4) • Excellence in teaching and/or practice. (2) • Development of area of teaching focus. (2)
<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"> • 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) • 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) • 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, skills or mastery of content), student 	<p style="text-align: center;"><u>ASSOCIATE PROFESSOR</u></p> <p>(Note: the relevant criteria apply to non-tenure track and 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"> • 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) • 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) • 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,

<p align="center">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p align="center">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 of criteria 2, 3 & 4 applies to special)</p>
<p>assessment of teaching role and competence, aims and objectives, relationship with students, particular 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"> • 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) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • 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) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by sole, first and collaborative team authored articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, and external support for research and scholarship, evaluation of research and scholarships by external referees. (3) 	<p>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"> • 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) • Participation in community welfare activities as evidenced by serving on boards and committees, giving speeches and workshops, providing consultation, serving on advisory panels. (4) • 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) • Scholarly work represents a significant contribution to the field of social work and social welfare as evidenced by sole, first and collaborative team authored articles published in refereed journals, books and book chapters, monographs, reports and papers, juried and invited presentations at professional meetings, and external support for research, scholarship, evaluation of research and scholarships by external referees. (3)

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">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 of criteria 2, 3 & 4 applies to special)</p>
<ul style="list-style-type: none"> • 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) • Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4) • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4) 	<ul style="list-style-type: none"> • 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) • Participation in school service and administrative roles as evidenced by committee membership, leadership activities, proposals developed, administrative accomplishments and related documents. (4) • Participation in university service and administrative tasks as evidenced by committee service, leadership activities and administrative tasks. (4)
<p style="text-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"> • 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, first and collaborative team authored articles published 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) • National and/or international recognition as a scholar. (1) 	<p style="text-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"> • 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, first and collaborative team authored articles published in refereed journals will have the most weight. Collaborations with students are considered to be clear indications of the faculty member’s work. (1) • National and/or international recognition as a scholar. (1)

<p style="text-align: center;">Tenured & Tenure Track (Criteria 1-4 apply for tenured and tenure track)</p>	<p style="text-align: center;">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 of criteria 2, 3 & 4 applies to special)</p>
<ul style="list-style-type: none"> • Significant contributions 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) • 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) • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • 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) • 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) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4) 	<ul style="list-style-type: none"> • Significant contributions 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) • 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) • Excellence demonstrated by outstanding achievement and evidence that this level of excellence will be sustained. (1) • Influence on policy or practice at a national/ international level in one or more areas of knowledge, practice, research, or education. (4) • 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) • 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) • Assuming leadership roles in national and/or international professional organizations and undertakings. (4)

Table 3
Procedures for Faculty Review and Promotion/Tenure Considerations¹

✓ = applies

Faculty Category	Advisory Committee	Annual Review by Dean	3 Year Review	Submit Documents for Promotion	Which Faculty Review ²	External Evaluation Required ³	Provost Approval ⁴
Pre-tenure Period for tenure track faculty	Required	Includes review by Committee as well	✓	✓	Vote for promotion by faculty (tenured, and tenure track) at rank equal to or superior to that being considered. Vote for tenure by tenured faculty only.	3 letters for assistant professor; 8 letters for associate professor; 10 letters for full professor	✓
Tenured	Optional at associate level	✓	NA	✓	Vote for promotion by faculty (tenured and tenure track) of rank equal to or superior to that being considered	3 letters for assistant professor; 8 letters for associate professor; 10 letters for full professor	✓
Non-Tenure track	Optional	✓	NA	✓	Vote by faculty (tenured, tenure track & non-tenure track) of rank equal to or superior to that being considered	2 letters required for promotion to senior instructor (need not be external); 3 letters for assistant professor; 8 letters for associate professor; 10 letters for full professor	✓
Special: Visiting	NA	NA	NA	NA	NA	NA	NA
Special: Research	Optional	✓	NA	✓	Vote by tenured, tenure track, and non-tenure track faculty of rank equal to or superior to that being considered	3 letters for assistant professor; 8 letters for associate professor; 10 letters for full professor	NA
Special: Adjunct	Optional	Associate Dean	NA	✓	Vote by tenured, tenure track, and non-	NA	NA

Faculty Category	Advisory Committee	Annual Review by Dean	3 Year Review	Submit Documents for Promotion	Which Faculty Review ²	External Evaluation Required ³	Provost Approval ⁴
		Field Director for adjunct instructors who serve as field advisors			tenure track faculty of rank equal to or superior to that being considered		
Special: Field Education Instructors	NA	Field Office	NA	NA	NA Review of field education instructors is carried out via annual student evaluations and field advisor's agency assessments	NA	NA
Named Professors	NA	✓	NA	NA	NA	NA	✓
Clinical Special Faculty	Optional	✓	NA	✓	Vote by tenured, tenure track and non-tenure track faculty of rank equal or superior to that being considered	2 letters required for promotion to senior instructor (need not be external); 3 letters for assistant professor; 8 letters for associate professor; 10 letters for full professor	NA
Secondary	NA	✓	NA	For initial appointments only	Vote by tenured, tenure track, and non-tenure track faculty of rank equal to or superior to that being considered for the initial appointment. Decisions of promotion and tenure rest with primary appointment. ⁵	Letter of approval required from chair or dean where candidate holds primary appointment	For initial appointment and renewals

1. This chart applies to promotions from one rank to the next higher rank, not necessarily initial appointments, except in the case of secondary appointments.

2. This column indicates which faculty vote on promotion for each category of faculty listed in the rows. Mandel School bylaws state that promotion decisions are made by the faculty eligible to vote for the rank being considered. Tenure decisions are made by faculty with tenure.
3. These refer to evaluations by external authorities for the purpose of promotion/tenure considerations. Two letters are required for initial appointments of instructors and senior instructors, but these need not be external. To be hired at or promoted to the rank of assistant professor a national search is required, unless a waiver has been granted.
4. CWRU Faculty Handbook (Chapter 3, Part One, I) states that, with the exception of special faculty, all appointments, promotions, and tenure, and tenure transfer recommendations require approval by the Board of Trustees.
5. Faculty with secondary appointments may request consideration of promotion in the secondary department after a promotion has been granted in their primary department.