NON-TENURE-TRACK CLINICAL FACULTY PROTOCOLS
COLLEGE OF SOCIAL WORK
UNIVERSITY OF SOUTH CAROLINA
As Approved by Faculty Vote on November 11, 2011
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Clinical/Instructional/Practice Faculty play a central role in the development and operation of the College of Social Work (COSW) and are critical to the successful pursuit of the clinical teaching, practice, and service goals of the College. This document describes procedures for appointment, evaluation, retention, reappointment, promotion, and management of Clinical/Instructional/Practice Faculty.

1. CLINICAL/INSTRUCTIONAL/PRACTICE FACULTY RANKS

Persons with master's or doctoral level training (i.e., Ph.D. or equivalent) who are not degree candidates in the COSW may be appointed to the faculty of the College of Social Work in Clinical Faculty positions. Such appointments are made when the primary role of the faculty member is to contribute to the teaching and service goals of the College.

The College of Social Work complies with University's policies on Non-Tenure Track Faculty (ACAF 1.16) and Academic Titles for Faculty and Unclassified Academic Staff Positions (ACAF 1.06). Clinical Faculty is a broad category with many non-tenure track titles. However, within the UofSC College of Social Work, the title is expanded to Clinical Instructional or Clinical Practice Faculty to reflect the varying responsibilities. Appointment is on an annual or multi-year basis and service under such an appointment is not considered part of a probationary period for tenure consideration. This title can be expanded to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor as appropriate to the status of the individual.

Clinical Lecturer: An individual appointed as a Clinical Lecturer is expected to possess at least a master's degree in the teaching discipline or at least a master's degree with a minimum of 18 graduate semester hours in the teaching discipline.

Clinical Senior Lecturer: An initial appointment may not be made at this rank. An individual promoted to the rank of Clinical Senior Lecturer must have usually held the rank of Clinical Lecturer at the University of South Carolina for a minimum of six consecutive years and must have received approval for the promotion by vote of the CFARC, the recommendation of the COSW dean, and the approval of the Provost.

Distinguished Lecturer: The title of Distinguished Lecturer is used only on rare occasions and must have prior approval, through academic channels, of the President.

Clinical Instructor: This position requires a Master's degree from either a CSWE-accredited program or a related field, with more than two years of post-degree practice experience.

Clinical Senior Instructor: A person with an MSW degree with substantial experience and recognized expertise in the clinical and/or academic/instruction/clinical setting who demonstrates highly developed clinical skills. This position requires a Master's degree from a CSWE-accredited program or in a related field, with more than two years of post-degree practice experience. In compliance with University policy, a person must usually hold the rank of Clinical Instructor at UofSC for a minimum of six consecutive years before being considered for promotion to Clinical Senior Instructor.

Clinical Assistant Professor: An appointment of a faculty member who can contribute to selected aspects of a program's mission including instruction, scholarship and service. This position requires a Master's degree from a CSWE-accredited program or in a related field, with more than two years of post-degree experience, as well as a Doctoral degree. A Clinical Assistant Professor usually must have held this rank for four consecutive years before being considered for promotion.

Clinical Associate Professor: A regular full-time appointment of a faculty member who can contribute to selected aspects of a program's mission including instruction, scholarship and service. This position requires a Master's degree from a CSWE-accredited program or in a related field, more than two years of post-degree experience, a Doctoral degree, and considerable experience and substantial professional recognition for their academic/instructional and/or clinical achievements. A Clinical Associate Professor must usually have held this rank for three consecutive years before being considered for promotion.

Clinical Professor: A regular full-time appointment of a faculty member of substantial professional caliber who can contribute to selected aspects of a program's mission including instruction, scholarship and service. This position requires a Master's degree from a CSWE accredited program or in a related field, more than two years of post-degree experience, a Doctoral degree, and national recognition for outstanding academic and/or clinical achievements.

2. APPOINTMENT PROCEDURES

a. Creation of Clinical Faculty Positions. **The process of creating a Clinical Faculty position must be approved by the Dean of the College.** Approved requests to create Clinical Faculty positions are submitted by the Dean to the Office of the Provost and the UofSC Division of Human Resources.

Proposals for creation of Clinical Faculty positions must provide a description of the requested position including a specification of the types of activities to be performed by the faculty member. Such proposals should specify the source(s) of the funds that will support the position and the distribution of effort (as a percentage of time) in the areas of teaching, service, and scholarship.

b. Search Process. Initial appointment of persons to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor positions must result from an open and

competitive national search process that involves the participation of a Faculty Recruitment Committee.

c. **Hiring**. **Appointment to a Clinical Faculty position is made by the Dean upon recommendation of a Faculty Recruitment Committee.** The faculty rank of an appointee is determined by the Dean with consideration of the rank-specific performance standards described in Section 4 of this document. The appointment may have contingencies such as the completion or verification of a degree or a background check, as requested by the Dean.

The duration of an appointment to a Clinical Faculty position is on an annual or multi-year basis. The University requires annual review of all non-tenure track faculty. Reappointment is based on satisfactory performance and continued availability of funds.

Clinical faculty receive an annual letter denoting satisfactory performance and available funding for continuation or reappointment from the Dean. This letter specifies beginning and ending dates of the appointment and the appointed faculty member's distribution of effort (as a percentage of time) in the areas of teaching, service and scholarship. The distribution of effort specified in the annual letter of appointment is used as the basis for evaluating the faculty member's performance achievements.

3. EVALUATION, RETENTION, REAPPOINTMENT, TERMINATION AND PROMOTION GUIDELINES

a. **The Clinical Faculty Annual Review Committee (CFARC)** includes a minimum of two clinical faculty members at the Associate level or above, two tenured faculty members, and the Associate Dean for Curriculum. All clinical faculty members at the Associate level or above will serve. If there are not at least two clinical faculty members at Associate level or above within the COSW, the Dean will recruit one or two clinical faculty members from other units to fill this requirement. Annually, the Tenure and Promotion Committee will elect two tenured faculty members to serve on the CFARC. The CFARC will be chaired by the Associate Dean for Curriculum.

b. **Annual Review**. Each Clinical Faculty member is required to submit an annual report summarizing his/her accomplishments and distribution of effort per his/her letter of appointment in teaching, service, and scholarship. This report should adhere to the format provided. The faculty member's current curriculum vitae should be attached to the report.

c. **The performance of all Clinical Faculty will be reviewed annually by the Clinical Faculty Annual Review Committee (CFARC) based on submission of the annual report, and using the evidence and performance standards defined in Section 4 below.** The CFARC will submit a recommendation regarding reappointment to the Dean.

d. **The annual report and the CFARC recommendation are reviewed by the Dean of the College of Social Work. The Associate Dean for Curriculum will provide input as requested by the Dean.** Final evaluation of the annual report will be made by the

Dean who makes decisions regarding merit salary adjustment, retention, and reappointment. The evaluation of the faculty member's performance in relation to the standards for his/her appointment and his/her individual goals will be provided to the Clinical Faculty member in the form of a written summary.

The Dean will meet with the faculty member to communicate the administrative evaluation. During this meeting strong and weak points in a faculty member's performance will be noted. In addition, goals for the next year will be developed; the subsequent annual review will focus on performance relative to these goals.

e. **Appointment and Termination of Clinical Faculty**. Appointments/reappointments of Clinical Faculty shall be in writing and shall specify the beginning and ending dates of the appointment. Appointments shall terminate on the date specified and no further notice of non-reappointment is required. A decision to reappoint a Clinical Faculty member is made by the Dean based on satisfactory performance, the recommendation of the CFARC, and the availability of funds.

A decision not to reappoint is based on either non-availability of funds or an unsatisfactory annual report and evaluation by the Dean. Such a conclusion would be made after thorough review of the evaluations.

(Section 3.a.-c. as revised and approved by Faculty – January 28, 2011.)

f. **Promotion**.

Procedures for consideration of promotion within the professorial ranks are similar to those described for the annual review. To apply for promotion, the candidate must submit the relevant sections of the primary and secondary files as described for the Tenure and Promotion process (http://www.sc.edu/tenure/forms.shtml) For the **primary** file, the candidate should complete sections II.A (personal information), II.C (teaching history), II.D (scholarly and professional publications and presentations) if applicable, II.E (service and outreach activities), and III (personal statement). The **secondary** file should include documentation of activities listed in the primary file (e.g., student course evaluations, a peer teaching evaluation, and publications). The application is reviewed by the CFARC. Each member of the committee must submit a ballot with written justification. Ballots and justifications are forwarded to the Dean for final review and decision with regard to promotion. The Dean will forward his/her recommendation, along with the candidate's promotion materials to the Provost for approval.

The possible promotions are:

- Clinical Lecturer to Clinical Senior Lecturer
- Clinical Instructor to Clinical Senior Instructor
- Clinical Lecturer, Clinical Senior Instructor, Clinical Instructor, or Clinical Senior Lecturer to Clinical Assistant Professor
- Clinical Assistant Professor to Clinical Associate Professor
- Clinical Associate Professor to Clinical Professor

4. EVIDENCE OF ACCOMPLISHMENTS AND PERFORMANCE STANDARDS

a. Evidence.

Clinical Faculty are evaluated primarily on the basis of performance. Evidence and standards for performance, as presented in this document, provide the platform for evaluation of Clinical Faculty. Processes of evaluation include annual review, reappointment, and promotion. Clinical Instructors/Lecturers are expected to demonstrate performance in the areas of teaching and service, and in the case of clinical professors, the area of scholarship as well. Therefore, performance in some or all of these areas will be considered in the overall evaluation of the Clinical Faculty member. Overall satisfactory performance is required to support a decision to retain, reappoint, and/or promote clinical faculty.

Participation of Clinical Instructor/Lecturers in scholarly activities is encouraged but not expected. However, excellence and creativity in scholarly activities may be secondary considerations for promotion to a clinical professor position in consultation with the Dean and the Associate Dean for Curriculum.

Scholarly activities carried out by Clinical Professors will usually be limited and closely related to teaching and program assessment, curricular content, or course development and delivery. This may include development of resources to support innovation in instruction (e.g. training grants).

Teaching

A record of sustained effective performance in the area of teaching is required of all clinical faculty candidates. Teaching includes a full range of activities engaged in by the faculty member. The College also recognizes certain behaviors that characterize effective teaching, and these are to be addressed in evaluations of teaching effectiveness.

To receive an **effective** rating for teaching, a candidate is expected to receive overall positive teaching evaluations (3.0 or higher on global rating item) from peers and students, overall positive field liaison evaluations, and to show evidence of growth and development as an educator. In addition, the candidate is expected to have made a consistent contribution to development and evaluation of the curriculum, sequences, and courses. Finally, the candidate is expected to have contributed to individual student development through activities such as advisement, mentoring, supervising student research, supervising theses, or chairing doctoral dissertations.

To receive an **outstanding** rating for teaching, a candidate must meet the criteria for effective teaching, maintain a continuing record of growth as an educator, and

demonstrate leadership in curriculum development, innovation, and evaluation, and mentoring of other educators.

The following items are evidence of teaching performance required of all candidates:

1. statement of teaching philosophy
2. documentation of teaching activities (as defined above)
3. peer evaluations (required annually)
4. student evaluations (for all course sections taught)

The following activities fall within this area. (The list is not exhaustive; candidacy need not be supported by all items listed.).

Primary Evidence

Assessment of teaching

- Student evaluations of the candidate's teaching performance in all classes taught during the period under review.
- At least annual peer evaluations of a candidate's classroom teaching performance by an evaluator.
- Student and field instructor evaluation of the candidate's performance as field liaison.
- Receipt of teaching awards.

Contributions to curriculum

- Development and/or revision of new courses, curriculum, and instructional material and methods.
- Mentoring or guidance of other faculty in teaching (e.g., serving as Lead Teacher, Sequence Lead, or Specialization Chair). Development of approved course syllabi (appropriate in depth and breadth) and other supporting materials for courses developed and taught.
- Demonstration of leadership in curriculum development and of making an active contribution to curriculum-development teams.
- Implementation of innovations in teaching and curriculum development, including innovations in technology for teaching.

Student involvement

- Direction of students in practica/projects and independent studies.
- Service on dissertation and thesis committees and service on examination committees.
- Active involvement in advising students (i.e., letters of acknowledgement).
- Mentoring students (e.g., Graduation with Leadership Distinction).

- Supervision of special field projects (whether internally or externally funded).

Other

- Leadership in community-engaged educational experiences.
- Train-the-trainer sessions (faculty member may include evaluations, if available).
- Presentation that disseminates knowledge and represents a contribution to the profession or community (e.g., conference proceedings, media appearances, newspaper editorials, and other media presentations).
- Service on an editorial board or review panel.

Secondary Evidence

- Documentation of participation in activities designed to improve teaching effectiveness.
- Evidence of impact on a student's professional development and career.

Service

A record of sustained, effective service is required of all candidates. The College encourages an increasing level of responsibility and leadership with increasing rank. Faculty are expected to make contributions in the area of service to the College, the University, the profession, and the larger society (at the community, state, national and/or international levels).

Effective service is defined as productive and sustained involvement in service to the College and also either the University, profession, or the larger society. Descriptors of effective service include but are not limited to: (1) regular, conscientious and valuable service contributions in more than one area; (2) service to the College that is highly regarded by peers; and (3) involvement in professional, community or societal service that brings credit to the College and University.

Outstanding service must meet the criteria for effective service and must demonstrate productive and sustained leadership in the University and profession or larger society. In addition to the criteria for effective service, outstanding service is defined as assumption of leadership roles and responsibility within the College, University, the profession or larger society.

Examples of service activities are provided below. (The list is not exhaustive; candidacy need not be supported by all items listed.)

Primary Evidence

College and University Service

- Participation on or chairing of a College committee.

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- Provision of formal and informal support and assistance to other faculty (e.g., technology, study abroad/away).
- Infrastructure development (e.g., Moodle, Blackboard).
- Student recruitment.
- Program marketing.
- Community outreach.
- Advising and mentoring student organizations.
- Serving as member of doctoral committee.

Professional, Community, or Societal Service

- Local, state, national, or international service awards or recognition.
- Recognition by election or appointment to a leadership position in a professional or community organization.
- Service on government committees or task forces.
- Consultation provided to local, state, federal, or international agencies.
- Presentation to a community group.
- Service to state or local agencies.
- Development of specialized clinical or community programs to meet needs of at-risk populations.
- Development of continuing education programs.

Secondary Evidence

- Service as session chair or discussant at professional meetings.
- Documentation by the candidate that may include reports from individuals who were the recipients of the service or who were otherwise knowledgeable about the service.

Scholarship and Research

Clinical professors at all ranks (assistant, associate, full) are expected to demonstrate involvement in scholarship and research (This section does not apply to Instructors unless seeking promotion). As a professional school, the College values as scholarship both the generation of new knowledge and the dissemination of existing knowledge in ways that significantly inform and shape professional practice. Scholarly activities of clinical professors may be closely related to teaching and program assessment, curricular content, or course development and delivery. Collaborative and solo scholarship are both highly valued.

It is important to note that clinical faculty are those whose primary role and activities involve teaching and service, with a fraction of their workload dedicated to scholarship as determined in consultation with the Dean. Accordingly, evidence of research productivity should be evaluated with consideration of relative commitments to teaching, service, and

scholarship. To receive an **effective** rating, a candidate is expected to show an active program of research as demonstrated through either a focus in the primary category or spread across the primary and secondary categories with stronger representation in the primary category. In either category, quantity and quality of the work are both important, with quality emphasized. With increasing rank, the candidate's body of work must demonstrate evidence of recognized impact on her/his field of specialization or interdisciplinary area and show promise of increasing significance.

To receive an **outstanding** rating in research and scholarship, a candidate must meet the criteria for effective scholarship, maintain a sustained record of scholarly activity in the primary category, and have a clearly defined focus for scholarship that has brought recognition as an expert.

The following items (not in order of significance) constitute research and/or scholarship, although candidacy need not be supported by all items listed:

Primary

- Publication of primary research in professional journals as lead author or co-author.
- Development of applied research on instructional techniques or on student learning outcomes and achievement of competency (i.e., rigorous classroom assessment).
- Publication of theoretical or review articles in professional journals.
- Publication of specialized reference books or of chapters in these books, or publication of textbooks that have passed editorial boards.
- Publication of monographs.
- Publication of decision cases and teaching notes.
- Publication of papers in proceedings.
- Publication of abstracts of scholarly presentation.
- Presentation of research at professional meetings.
- Participation in specialized workshops, lectures, or colloquia, especially at other institutions.
- Editing of books.
- Book reviews.
- Successful defense of dissertation proposal
- Completed dissertation
- Serving as invited ad hoc panel member or reviewer for research articles, monographs, books or proposals.
- Solicitation and receipt of competitive research, teaching, or training grants/contracts as principal investigator, co-principal investigator, or significant participant.
- Receipt of non-competitive research grants and contracts.
- Serving in a teaching or practice role within research or service grants/contracts awarded to other scholars.

- Development of published competencies, curricula, or instructional materials.
- Nomination for and receipt of honors or awards that recognize the quality of scholarship.

Secondary

- Articles, chapters, books, or monographs which are in progress or under review for publication.
- Preparation and submission of high-quality proposals for funding, even if these are not yet funded.
- Development of competencies, curricula, or instructional materials which are not published but which are used within the College beyond the faculty member's own courses.
- Citation of candidate's work by other scholars.

Administrative Leadership

In addition, some clinical faculty members may have assigned administrative leadership responsibilities (e.g., program coordinator, field director, institute director, certificate coordinator).

To receive an **effective** rating, the leader must demonstrate the ability to collect information and take action based on reasonable judgment, follow administrative policies and protocols, set direction, organize constituents toward a common goal, and build open and trusting relationships.

To receive an **outstanding** rating, the leader must respond effectively to challenging administrative needs, exercise initiative in addressing complex issues and problems, exhibit discretion and prudence in decision-making, and mentor or develop other leaders. An outstanding leader contributes to the growth and development of students.

As required by the particular assignment, administrative leadership responsibilities may include:

- Program development and strategic planning
- Administrative responsibility and function which includes key college and university positions
- Coordination with other disciplines, program coordinators, and university offices
- Direction of a College program, clinic, center, or institute
- Responsiveness to student needs
- Financial management and resource development, as applicable
- Employee supervision and professional development
- Human resource management (e.g., recruitment, maintenance and evaluation of personnel)
- Communication with multiple constituencies

- Program assessment
- Leadership of the committee(s) associated with the administrative position, if applicable

b. Performance Evaluation.

Candidates being evaluated at the rank of **Clinical Instructor/Lecturer** must demonstrate consistent effectiveness in the provision of instruction in the context of structured courses and in mentoring students. Student evaluations, annual observation of teaching performance, and other teaching materials provided by the candidate will provide evidence.

Candidates being evaluated at the rank of or for promotion to **Clinical Senior Instructor/Lecturer** must demonstrate instructional leadership and service, and at least six years of effective service as clinical instructor/lecturer. Student evaluations, annual observation of teaching performance, and other teaching materials provided by the candidate will provide evidence.

Candidates being evaluated at the rank of or for promotion to **Clinical Assistant Professor** must meet all criteria for Clinical Senior Instructor or Lecturer in addition to receipt of a doctoral degree and evidence of scholarship.

Candidates being evaluated at the rank of or for promotion to **Clinical Associate Professor** must meet all criteria for Clinical Assistant Professor in addition to considerable experience, and substantial professional recognition for their achievements.

Candidates being evaluated at the rank of or for promotion to **Clinical Professor** must meet all criteria for Clinical Associate Professor in addition to national recognition for outstanding academic and clinical achievements.

c. Standards for Appointment, Retention, Reappointment, and Promotion

Candidates for appointment to clinical faculty positions must present credentials that show a high probability of future performance that will meet the standard for the rank at which the appointment is sought. Likewise, clinical faculty who seek retention and/or reappointment at a particular rank must demonstrate that their record meets the standard for their current rank as described above. Candidates for promotion must demonstrate that they meet the standards for the rank to which they seek to be promoted.

5. ROLES, RIGHTS, AND RESPONSIBILITIES

In accepting an appointment to the clinical faculty of the COSW, an individual commits to continuing professional development and assumes a responsibility for active involvement in the governance, management, and development of the COSW. Clinical faculty members also accept responsibility for respecting the rights of students, other

faculty, and staff. Clinical faculty are expected to adhere to the NASW Code of Ethics and all stated policies and procedures of the COSW and the UofSC.

In addition, the following policies apply to clinical faculty:

- At the College level, clinical faculty are not eligible to serve on the Tenure and Promotion Committee.
- Clinical faculty are eligible to serve on other College committees as members or chairs, as decided on a case-by-case basis, and may vote on matters directly pertaining to the curriculum.
- Clinical faculty are eligible to act as principal investigators on extramural grant applications.
- Clinical faculty are eligible for awards.
- Clinical faculty are not eligible for sabbatical leave, but they may be considered for a professional leave with or without pay.
- Clinical faculty are eligible for administrative and research salary supplements in accordance with University guidelines for justification and approval.
- Clinical faculty are eligible to serve as academic advisors to students.
- Clinical faculty may serve on doctoral committees. However, their membership may not count toward fulfilling the requirement of three COSW graduate faculty committee members.

APPENDIX

Policies and Procedures for Promotion of Clinical Faculty
College of Social Work
University of South Carolina

1. The review process for promotion of clinical faculty is coordinated by the Office of Associate Dean for Curriculum. The CFARC has primary responsibility for reviewing the promotion file.

2. Evidence supporting the qualifications of a faculty member for promotion may be solicited and submitted from many sources. All such, evidence shall be submitted in written form and signed by the author. Hearsay or personal opinion outside the context of the following policies, whatever the source, may not be any part of the decision making process.

3. Consideration for promotion shall not be influenced by the age, sex, gender, sexual orientation, race/ethnicity, creed, religion or the educational institution from which the candidate graduated.

4. Evidence submitted will be judged according to the overall pattern of performance. Decisions regarding promotion will depend primarily on evidence of a consistent pattern of achievement since the date of appointment to the present rank in the COSW at the University of South Carolina.

5. A decision to seek promotion should occur after consultation with the candidate's faculty mentor, the Associate Dean for Curriculum (Chair, CFARC), and the Dean.

6. Individual files relevant to promotion matters shall be maintained in the Dean's Office or in a secure electronic format. Confidentiality is required in all aspects of the deliberative process when considering candidates' files.

7. Letters from at least three external reviewers <u>are only required for promotion to full clinical professor</u>. The CFARC will begin to generate a list of approved external referees for each candidate. The candidate and the Associate Dean for Curriculum, if they so desire, may submit names of potential reviewers to the CFARC. In order to eliminate any conflict of interest, it is important that none of those chosen as external reviewers have close association with the candidate, e.g., dissertation advisor, co-author or co-investigator. It is generally expected that the external reviewers will be nationally recognized in the candidate's area of expertise or a closely related area, and must be at or above the desired rank or equivalent status of the candidate. The Chair of the CFARC will contact each external reviewer and forward the candidate's current curriculum vitae, relevant documentation of teaching effectiveness, and copies of no more than five pieces of evidence of service and/or scholarly work selected by the candidate. The external reviewers will receive the Clinical Faculty Protocol as a guide.

Requests for promotion to full Clinical Professor must occur prior to the fall semester to allow sufficient time for external review.

8. If a candidate applies for promotion and is denied, he or she may reapply in any subsequent year and will be considered without prejudice.

Timeline for request for promotion review and decision

April 15	Promotion to Clinical Professor ONLY	• Candidate submits written notice to Associate Dean for Curriculum that he/she wishes to be considered for promotion to Clinical Full Professor
May 1	Promotion to: Clinical Professor ONLY	• Names of potential external reviewers are assembled. • The Chair of the CFARC contacts the potential reviewers for agreement to review the file.
June 30	Promotion to Clinical Professor ONLY	• The candidate provides five copies of a current curriculum vitae and other documentation for distribution to external reviewers.
July 1	Promotion to Clinical Professor ONLY	• The Dean's Office distributes the provided material along with the Clinical Faculty Protocol to external reviewers.
August 30	Promotion to Clinical Professor ONLY	• Letters from external reviewers are due to the Chair of the CFARC.
September 15	Promotion to Clinical Professor ONLY	• Letters from external reviewers added to files and available for the CFARC
January 15	Annual Review or Promotion to Any Rank (except Clinical Professor)	• Annual Review of Performance or for Promotion Memo sent by the Associate Dean for Curriculum (Chair, CFARC) to clinical faculty members by January 15. Review covers the past calendar year
February 28	Annual Review or Promotion to Any Rank (except Clinical Professor)	• Clinical faculty members submit their complete primary and secondary files to the Associate Dean for Curriculum (Chair, CFARC) by February 28.
April 15	Annual Review or Promotion to Any Rank (except Clinical Professor)	• CFARC will meet to discuss and vote on annual performance files or promotion applications. The ballot and justifications will be summarized by the Chair of the CFARC, and forwarded to the Dean for review and decision with regard to re-appointment or promotion. The Dean's recommendation for

		promotion, if applicable, is forwarded to the Provost for final approval.
April 30	Annual Review	• The candidate will be notified in writing of the Dean's decision by April 30.
May 15	Promotion Recommendations	• The Dean will request approval from the Provost for promotions which will be effective at the beginning of the new academic year.
	Promotion to Any Rank (except Clinical Professor)	• The candidate will be notified in writing of the decision.
	Promotion to Clinical Professor ONLY	• The candidate will be notified in writing of the decision.