



[approved by unanimous departmental vote on October 14, 2015  
Revised and resubmitted February 22, 2017]

## NEW FACULTY APPOINTMENTS

In its appointment of tenure-track [Ordinary] faculty, the Department of Social Work is committed to the maintenance of the highest standards in teaching, scholarship, and service to the College and its professional and civic communities. Based upon the criteria of the College, the Department in all of its searches for full-time faculty, seeks faculty qualified in an appropriate academic field, holding the terminal qualifications, who have demonstrated excellence, or the potential for excellence, in teaching, scholarship, and service, and who can **affirm and contribute to the College's Mission as a Catholic and Dominican institution.**

Faculty Searches and appointments are governed by the Faculty Handbook (Appendix A), **and guided by the "Policies and Procedural Guidelines for Faculty Searches"** available from the Office of Academic Affairs.

## ANNUAL REVIEW OF PROBATIONARY FACULTY

**College policy requires the ongoing assessment of a probationary faculty member's teaching, service, and scholarship.** The department views this assessment process as combining **mentoring and evaluative functions with respect to a faculty member's performance** during the probationary period before tenure.

### **Candidate's Responsibilities:**

Each probationary faculty member is required to maintain throughout the probationary period an ongoing dossier of information pertinent to his/her activities in the areas of teaching, service, and scholarship as described in the Faculty Handbook (see § 3.4.1-3.4.2). This dossier shall minimally contain the following items for review by the department chair (or his/her designate):

- Copies of course syllabi
- A copy of the faculty **member's teaching schedule and office hours**
- Course evaluations by students
- An up-to-date **copy of the faculty member's curriculum vitae**

In addition, each probationary faculty member is expected by the Department to submit to the chair at the beginning of each academic year a Scholarly Work Plan that details progress and specific future goals in the realms of teaching, research, and service for the coming year. While the chair has formal authority to review **a faculty member's** Work Plan, it is expected that the Plan will be shared with other members of the department to allow colleagues to provide ongoing support and mentorship.

### Departmental Responsibilities:

- The chair shall appoint a tenured Social Work faculty mentor who, along with the chair of the Department of Social Work, will serve as advisor and mentor during the



**probationary period. It is the Department's expectation that the mentor will meet** with the probationary faculty member at least twice each semester.

- Beginning in **the second semester of the probationary faculty member's first academic** year, and on a semester basis thereafter, the chair will arrange for tenured faculty members (or a designated committee thereof) to evaluate the teaching performance of the probationary faculty member. Written evaluations of classroom visits will be shared with the probationary faculty member and will become part of his/her teaching dossier.
- On a semester cycle, the chair will review student course evaluations and discuss the findings/implications with the probationary faculty member. In the event that patterns/areas of deficiency or concern are noted, the chair and/or mentor will work with the probationary faculty member to address/improve pedagogical approaches.
- On an annual basis, the chair and the faculty mentor will arrange a meeting with the probationary faculty member to evaluate progress in teaching, scholarship, and service and will provide the probationary faculty member with feedback on the dossier and the Scholarly Work Plan. This evaluation is designed to nurture faculty development and growth and will highlight both areas of strength and opportunities for improvement. The chair will prepare a brief written progress report to be discussed with, signed by the chair and probationary faculty member, and included in **the probationary faculty member's dossier. The probationary faculty member may** wish to supply a yearly self-evaluation of progress in the areas of teaching, research, and service as part of his/her Work Plan.
- **No formal evaluation will take place in the first semester of a faculty member's** appointment at the College. In lieu of formal evaluation, during the first term, new faculty should consult with tenured members of the department about pedagogy, evaluation standards, and advising responsibilities. To permit new faculty adequate time to develop their courses and a research agenda, the Department does not encourage first year faculty to assume positions on standing committees of the College, to teach course overloads, or to engage in outside work.

### THIRD YEAR REVIEW

A thorough review of the **probationary faculty member's ("the Candidate's") record of** teaching, scholarship, and service will be conducted by the chair in consultation with the **tenured members of the department in the fall of the candidate's third contract year. For** those faculty who were awarded a full two years of credit toward tenure at the time of initial appointment, the review will take place in their third contract year at Providence College. Prior to the review, the probationary faculty member will make a presentation, based on research or creative activity, to the departmental faculty. The department chair, following a meeting of the tenured members of the department, will determine whether or **not to recommend to the vice president for academic affairs that the candidate's contract** should be renewed. In its pre-tenure review, departmental faculty will follow the criteria for tenure outlined below in making its recommendation.

### PROCEDURES FOR EVALUATING PROBATIONARY FACULTY FOR TENURE & ASSOCIATE PROFESSOR



Each Candidate for tenure is required to maintain throughout the probationary period an on-going dossier of information pertinent to his/her activities in the areas of scholarship, teaching, and service as described below. This dossier should be available to faculty who will be eligible to vote on tenure cases upon their request. It is expected that the chair (or his/her designate) will review this dossier annually and will discuss it informally with the **probationary faculty member in order to inform the latter of the Faculty's perception of her/his success in meeting the Department's performance expectations** for the awarding of tenure.

Consistent with procedures required in the Faculty Handbook, the Candidate has the opportunity to submit materials he/she believes to be helpful to the tenure decision by January 15<sup>th</sup> of the academic year in which a tenure decision is made. A supporting dossier addressing all of the criteria relevant to tenure (scholarship, teaching, and service) should **accompany the Candidate's statement**. The Office of Academic Affairs provides advice on **assembling the dossier ("Guidelines for Tenure Candidates")**. The Candidate should provide at least one copy of the complete dossier to the department for review by the tenured faculty and submit to the Provost and Senior Vice President for Academic Affairs (a) a digital copy of the dossier through Sakai, (b) two hard (i.e., paper) copies of the complete dossier, and (c) a copy of any lengthy papers or books that are too large to provide as digital copies.

Although the Candidate may consult with the Chair and other members of the department in compiling the dossier, he/she is fully responsible for developing, maintaining, and submitting these materials on time.

Upon receiving the application and portfolio and in a timely manner, the Chair will inform the tenured **Faculty of the Candidate's intention and will make the portfolio available to the** faculty. The chair will also consult with the Faculty to set a date for a meeting at which the eligible Faculty will be able to discuss their evaluations of the Candidate and her/his **portfolio prior to executing a secret ballot on the elements relevant to the Candidate's** tenure (See Table 1 for Dates & Procedures for Evaluating Probationary faculty on page 12). The chair must then oversee the completion of two documents: 1) a deliberation report (written by the chair or a designee - if under the new system), that gives an account of the discussion prior to the completion of the recommendation ballots with due consideration being given to minority opinions; and 2) a personal recommendation as outlined in Appendix E. The deliberation report shall be approved and signed by eligible voting members of the department and presented to the school dean and Provost, along with the **chair's personal** recommendation letter and ballots.

## PROCEDURES FOR EVALUATING FACULTY FOR PROMOTION

Prior to September 1 of each academic year if under the 10<sup>th</sup> edition of the Faculty Handbook or prior to May 1<sup>st</sup> if under the 11<sup>th</sup> edition of the Faculty Handbook, the Provost reviews the status of all faculty members and determines which faculty members are



eligible for promotion in rank. Faculty members bound by the 10<sup>th</sup> edition of the Faculty Handbook who have served three full years as an assistant professor and faculty members who have served four full years as an associate professor are informed of their eligibility for consideration of promotion in rank to take effect in the ensuing academic year in compliance with the provisions of the Faculty Handbook (see § 3.4.5). Faculty are only notified once of their eligibility for promotion to a given rank. Faculty who wish to be considered for promotion in rank shall present their request and all materials relevant to their promotion to their respective department chair by December 15 (September 15<sup>th</sup> if under the 11<sup>th</sup> edition of the Faculty Handbook). The Office of Academic Affairs provides **advice on assembling the dossier (“Guidelines for Promotion Candidates.”) Prior to February 1** (10<sup>th</sup> edition) or October 15 (11<sup>th</sup> edition), the promotion evaluations by the chair and eligible members of the department shall be completed utilizing the evaluation scheme outlined in Appendix E of the Faculty Handbook and forwarded to the provost. In addition to demonstrating a strong record of teaching and service, the Social Work Department expects faculty members will provide evidence of continued scholarly development and can focus on such work as has been completed or substantially completed since appointment or promotion to his/ her current rank.

#### CRITERIA FOR EVALUATING TENURE AND PROMOTION

The Faculty Handbook specifies the qualifications for tenure (§ 3.5.3) and promotion (§ 3.4.2). It is the responsibility of eligible voters in the department to evaluate the faculty **member’s** achievements in teaching, scholarship, and service. Consistent with its mission and with the expectations and guidelines of the College, the Department of Social Work has the following expectations:

#### Evaluation of Teaching

- The Department values excellence in teaching and highly developed teaching practices. The Department of Social Work expects faculty members to demonstrate effective pedagogy in terms of the knowledge, skills, and values that the Department has adopted in its curriculum and encourages teaching methods and techniques that **increase students’ active involvement in learning. Evidence of preferred teaching practices** are those that:
  - encourage contact between students and faculty both in the classroom and outside of the classroom;
  - develop reciprocity and cooperation among students;
  - provide prompt feedback;
  - communicate high expectations;
  - respect diverse talents and ways of learning.

In addition, the Department believes that excellence in teaching requires:

- expertise in the field of study;
- renewal and currency of material;
- modeling of enthusiasm for the subject matter;
- teaching and assignments that demonstrate and require critical thinking;



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- patience and tolerance, and;
- sensitivity to the different learning needs and styles of students.

Finally, the Department of Social Work understands engaged pedagogy to mean teaching that:

- links community experiences with classroom reflection;
- invites student participation in the creation of knowledge that serves as a dimension of social action;
- self-consciously practices a cycle of action and reflection;
- employs active learning methods such as service learning, community based research, simulations, case studies or presentations.

The centerpiece of the departmental evaluation of teaching for both tenure and promotion is the teaching dossier assembled by the Candidate. Evidence essential to the evaluation of teaching comes from a variety of sources including: course syllabi; bibliographies and assignments; teaching evaluations and student course evaluations; outcome data; letters of recommendation that reflect on teaching performance; innovations in teaching methods, tools, and techniques; formal and informal discussions with colleagues about teaching; initiatives taken by Candidates to enhance/improve their teaching; and in the case of **tenure, relevant information from the Candidate's annual meetings with the chair.**

The Candidates seeking promotion will be evaluated by tenured members of the faculty on a **regular basis. All written evaluations of a Candidate's teaching performance are shared with the Candidate** to become part of the dossier. The Candidate is expected to accept class visitation by other members of the faculty who may wish to observe teaching for purpose of the tenure decision. Classroom observations will be scheduled, in advance, with the Candidate; a discussion and an agreement on performance dimensions for the observation will be determined prior to the visit. If an agreement about performance dimensions cannot be reached, the classroom evaluation may still take place at the visiting faculty **member's** discretion. The evaluation report must include a statement noting that agreement had not been reached.

It is the responsibility of each Candidate to conduct student evaluations on a semester-by-semester basis. The results of standardized student course ratings will be tabulated by the department chair or his/her designee, discussed with the Candidate, and included in the Candidate's teaching dossier. If the Candidate utilizes any additional evaluations, these should be shared and discussed with the Chair.

In the dossier, the Candidate will provide any forms of information that he/she believes to reflect on his/her teaching effectiveness. These materials may include but are not limited to:

- a statement of teaching philosophy and responsibilities;
- a listing of courses taught;
- course syllabi, bibliographies, representative assignments, and evaluation tools for **one's current teaching assignment and for other recently taught courses, if relevant;**



- information about new courses developed for the curriculum and those substantially revised;
- as appropriate, a description of innovative teaching methods, tools, exercises, and techniques used;
- evidence of student involvement in research;
- faculty evaluations of teaching;
- course evaluations completed by students;
- letters of recommendation that reflect on teaching performance;
- description of ongoing efforts to **improve/enhance one's teaching.**

The eligible Faculty will review the teaching dossier presented by the Candidate and will discuss their evaluation of this work at the meeting set by the Chair. The eligible Faculty having reviewed and discussed the material in the dossier and other information available on **the Candidate's teaching, the Chair will take a secret ballot in accord with procedures** described in the Faculty Handbook **on the question: Does the Candidate's teaching record justify the award of tenure/promotion in rank?**

#### Evaluation of Service

The Department of Social Work expects its members to be actively involved in service. From the point of view of the department, there are a variety of types of service that should be acknowledged in the tenure and promotion process. These include departmental service, service to the College, service to the local social work professional community, service to the profession, and service to the community at-large (see below - service contributions). Because of its emphasis on engaged scholarly work and engaged pedagogy, the Department of Social Work expects that engagement with local, regional, national, or international agencies and communities will be central to the professional work of its faculty members. Community engagement is constituted by, but not limited, to the identification of and collaboration with community agencies on specific projects or resources.

The following list of service contributions is meant to be illustrative, not exhaustive.

- Departmental service—Coordination of and participation in departmental events (lectures and special programs, Collaborative Learning Workshops, Senior Theses Forum), coordination of and/or participation in departmental work groups, serving as departmental chair, serving as a departmental liaison to social work professional and educational groups and institutions, serving as a departmental liaison to another unit of the college, serving as a mentor to a junior faculty member or Adjunct Faculty, representing the department at events such as Family Day, Early Admission Receptions, and the Major/Minor Fair, serving as an advisor to a departmental student group (SSA, Alpha Delta Mu), serving as the faculty leader for the Social Work Community Advisory Board, developing and maintaining the departmental web site, conducting graduate school and career planning workshops for students, coordination of the annual program assessment process, participation in the preparation of the



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CSWE Self-study accreditation document and in the accreditation process, development of program literature and recruitment materials, are all recognized services to the department.

- College service—Participation in College sponsored events, service on standing committees of the College, Faculty Senate membership, Faculty Senate committee work, participation in College recruitment trips, representation at events sponsored by Institutional Advancement, Undeclared Advising Program, serving as a discussion/workshop leader for CTE programs, participation in the New Faculty Orientation, chairing/membership on a campus-wide search committee, are all recognized services to the college.
- Service to the professional community—serving as a board member of a community agency, serving in an official capacity **in a community agency based on one's area of expertise, providing training to social service providers in one's area of professional expertise**, conducting research individually or collaboratively for a human service agency, neighborhood, or community, are all recognized services to the professional community.
- Service to the profession—active membership in professional associations, officer or committee member in local, regional, or national professional organization, conducting trainings and workshops for a professional association/organization, serving as a program evaluator for the Council on Social Work Education (CSWE), and advising civic organizations and government groups, are all recognized services to the profession.
- Service to the community—serving on community councils, boards, or task forces **based on one's professional expertise and in areas outside ones area of academic or professional expertise**, serving as an elected or appointed official at the local, state, or federal level, serving on a **church committee, volunteering based on one's professional expertise and in areas outside ones area of academic or professional expertise**, charitable work, and speaking to community groups are all recognized services to the community.

The centerpiece of the departmental evaluation of service for both tenure and promotion is the service dossier assembled by the candidate. The evaluation of service will account for both the extent and quality of service. At a minimum the section on service for the dossier should include the following elements:

- **A statement of the Candidate's service philosophy**
- Identification of service activities (current and recent) in relation to the appropriate above identified service areas

Letters attesting to the service contributions of the candidate may be included if the candidate so chooses.

After the eligible **Faculty have reviewed and discussed the Candidate's service record as presented in the dossier**, the Chair will take a secret ballot in accord with procedures



described in the Faculty Handbook **on the question: Does the Candidate's record of service justify the award of tenure/promotion in rank?**

### Evaluation of Scholarship

The Department of Social Work strives for the integration of scholarship, teaching, and service as a type of **“praxis” in which a faculty member's work deliberately connects her or his academic and community-based work in a cycle of action and reflection.** Social Work's signature pedagogy is its field practicum component, essentially the construction and sharing of social work knowledge in practice with individuals, groups, and communities through the dimension of social action. The Department looks for evidence of this same praxis in its faculty and recognizes such as the signature scholarship of social work academics.

The Department expects that its faculty members will contribute to the development of professional knowledge and to the dissemination of that knowledge in professional, academic, and agency venues. The Department of Social Work values ongoing, active **scholarship in one's primary discipline and related fields as an integral and important part of a faculty member's** role at Providence College.

The centerpiece of the Departmental evaluation of scholarship for both tenure and promotion is the scholarship dossier assembled by the Candidate. Scholarship will be assessed in terms of the record of consistent, on-going scholarly activity as well as well as completed scholarship. In assessing scholarship, faculty will take into account the entire body of a **faculty member's work, but in the case of promotion, shall focus on such** work as has been completed or substantially completed since appointment or promotion to his/ her current rank.

### Engaged Scholarly Work

The Department values engaged scholarly work as an integral and important part of a faculty **member's role.** By **“engaged scholarly work”** the Department means intellectually and professionally rigorous, theoretical and applied work that grows out of and speaks to the **faculty member's teaching and community engagement.** It is expected that the **faculty member's scholarly agenda and products will grow out of her or his teaching and community** based experiences and be developed in dialogue with local, regional, national, and/or international community partners.

Drawing upon the guidelines of the National Review Board for the Scholarship of **Engagement, the Department assesses the faculty member's engaged** scholarly work on these criteria:

- Is the basic purpose of the work and its value for the public good clear?
- **Is there an academic fit with the scholar's role, and the Department's and College's** missions?





- Does the scholar identify significant intellectual and theoretical questions in her/his academic field and in her/his community work? Does her/his work demonstrate a cumulative focus and impact over time?
- **Does the scholar's work open additional areas for further exploration and collaboration?**
- **Does the scholar's work** achieve impact or change, as evaluated by other scholars and by community partners?

The following sorts of engaged scholarly work are appropriate for submission and evaluation: Documented contributions to the work of local, regional, national and/or global community partners (for example, grant proposals or grant evaluations; community-based research; research summaries of best practice; strategic planning; program evaluations; program implementation; organizational or staff development); documented evidence of clinical, teaching, and other applied activities, shown to contribute to the knowledge base in the **faculty member's professional field; articles in scholarly journals (refereed or otherwise),** scholarly books, convention papers and posters (with evidence of level of peer review), textbooks, edited books, chapters, book reviews, participation and/or organization of convention panels or discussions, chairing convention sessions, magazine articles, journal reviewer, book reviewer, and other material that the candidate wishes to offer as evidence of scholarship. Additionally, Candidates may present data indicating the importance of their work in their academic field and for their community partners. These data may include evaluations from community partners, descriptions of peer review processes and acceptance rates, and citation indices.

The activities listed below are illustrative of the scope and types of endeavors that constitute scholarship within the Social Work department:

#### Research

- Independent and collaborative scientific investigations
- Faculty guided student research collaborations (mentoring)

#### Publications

- Articles in scholarly journals (refereed or otherwise)
- Scholarly books
- Textbooks
- Edited books
- Chapters
- Book Reviews
- Published research note or book reviews

#### Scholarly Professional Presentations

- Presentation of a paper at a national, regional, or local professional meeting
- Presentation of a workshop at a professional meeting
- Discussant, organizer, or chair of a panel at a professional meeting



Contributions to the improvement of professional social work education through scholarship and research

- Development of and involvement in systematic program assessment process
- Development of new course
- Development and evaluation of new teaching methods, tools, and techniques

Contributions to the improvement of social service delivery systems through scholarship and research

- Information driven social policy advocacy
- Invitations to serve on a governmental policy commission or a community planning/development work group
- Agency-based research collaborations involving program evaluation, needs assessment, and outcomes studies

**Clinical, teaching, and other applied activities based on one's scholarship and recognized area of expertise**

- Referee for a professional journal
- Reviewing manuscripts or a prospectus for a publishing company
- Invited seminar presenter, trainer, workshop presenter

At a minimum the scholarship dossier should include as many of the following that are **relevant to the Candidate's scholarship**:

- **A statement of the Candidate's philosophy of scholarship**
- **A statement of the Candidate's research interests**
- **A description of the Candidate's current scholarly activities and research**
- Reprints (or pre-prints, if in press) of articles published in refereed journals
- **Copies of the Candidate's published works (scholarly book, textbook, chapter in an edited book, research note, book review)**
- **\*Copies of the Candidate's scholarly papers and manuscripts in preparation**
- **A listing and description of the Candidate's scholarly presentations at professional meetings/conferences**
- **A listing and description of the Candidate's panel presentations at professional meetings/conferences for which the candidate has served as organizer, chair, or discussant**
- Titles of invited seminars, workshops, and trainings
- **Identification of the Candidate's curriculum innovations based one's scholarship/research**
- **Identification of the Candidate's research collaborations with community agencies**
- **Identification of the Candidate's research collaborations with students**
- **Identification of the Candidate's presentations made by students (doing research under the Candidate's direction) at national or regional professional meetings**
- **Identification of the Candidate's scholarly roles/activities resulting from one's scholarly achievements/demonstrated area expertise, such as reviewing manuscripts**



or a prospectus for a publishing company, serving as a peer-reviewer for an article submitted to a refereed journal

\* Candidates may present data indicating the importance of their work in the discipline; these data can include the nature of the peer review process, acceptance rates, and citation indices.

The eligible Faculty will review the scholarly work presented by the Candidate and will discuss their evaluation of this work at the meeting set by the Chair. In general, the greatest weight will be given to materials published (or accepted for publication) in peer reviewed outlets and engaged scholarship that has been subjected to peer review. The primary focus will be to determine the quality, recognition, and quantity of the work submitted. Candidates may solicit outside letters on their scholarship or the candidate may provide names to the chair and the chair may choose, both from that list and other names, from whom to solicit a scholarship evaluation. These external evaluation letters should be included in the Candidate's dossier and the chair will be responsible to gather these documents. On the topic of quantity, the Faculty will not set an arbitrary standard but will evaluate the work in the context of quality and recognition. Critical in this evaluation, however, will be that scholarship is active and continuing with an appropriate level of productivity being documented.

After the eligible faculty have reviewed and discussed the Candidate's scholarly work, a secret ballot will be taken in accord with procedures described in the Faculty Handbook on the question: **Does the Candidate's scholarly work justify the** award of tenure/promotion in rank?

After these procedures have been followed, the chair will count the ballots on all three questions, informing the Faculty of the result. The chair will then report the result of this final vote to the Candidate and to the provost, including his/her own recommendation, and at the same time will present his or her recommendation to the Candidate.

### Evaluation of Term Faculty

Adjunct faculty should be evaluated in each semester of their first two years of appointment at Providence College; thereafter, they should be evaluated once each year, unless they are assigned to a course not previously part of their workload at Providence College. Adjunct faculty are always to be evaluated in the first semester in which they teach a course that they have not previously taught at Providence College.



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Dates and Procedures for Tenure and Promotion:  
Table 1

	11 <sup>th</sup> edition of the Faculty Handbook
Provost notifies eligible probationary faculty that CART will be making a recommendation regarding probationary status	Prior to June 1st
Eligible probationary faculty may submit materials to the department chair, the provost and CART for tenure consideration	Prior to January 15 <sup>th</sup>
Provost presents names of eligible probationary faculty to the department chair	Prior to September 1 <sup>st</sup>
Tenure evaluations completed by department chair and tenured faculty and forwarded to provost	Between January 15 <sup>th</sup> - February 1st
Department chair and eligible faculty meet to deliberate and vote	Between January 15 <sup>th</sup> - February 1st
Department chair notifies probationary faculty of the general results of the departmental vote	Within 5 days of deliberation meeting
Provost presents results of promotion evaluations with faculty submissions and relevant info from personnel file to the Committee on Academic Rank and Tenure (CART).	
CART issues recommendation to the president	
The president announces decision in writing to the probationary faculty member	Prior to June 1 <sup>st</sup>



Table 2

Timeline for Evaluating Faculty for Promotion		
	10 <sup>th</sup> edition of the Faculty Handbook	11 <sup>th</sup> edition of the Faculty Handbook
Provost reviews status of all faculty and determines which faculty are eligible for promotion and notifies them	Prior to Sept 1 <sup>st</sup>	Prior to May 1st
Eligible faculty may present their request for promotion and materials to the department chair and to the Committee on Academic Rank and Tenure (CART).	Prior to Dec 15 <sup>th</sup>	Prior to Sept 15 <sup>th</sup>
Promotion evaluations by chair and eligible members of the department completed and forwarded to Provost	Prior to Feb 1st	Prior to Oct 15 <sup>th</sup>
Provost presents results of promotion evaluations with faculty submissions and relevant info from personnel file to CART		
CART issues recommendation to the president		
The president announces decision to CART and the applying faculty member	Prior to April 15 <sup>th</sup>	Prior to Jan 15 <sup>th</sup>