

## **College of Social Work**

### **Evidences of Achievement for Promotion**

#### **Clinical Title Series**

Promotion in the Clinical Title Series recognizes substantial academic ability and achievement focusing on the teaching enterprise. Thus, promotion from Clinical Assistant Professor to Clinical Associate Professor requires that a candidate demonstrate excellence in the area of teaching and professional development. Additionally, while excellence in the area of teaching is essential for promotion, the candidate's efforts in the areas of research/scholarship and service and engagement may be considered.

Year-by-year efforts will be considered in light of the candidate's Distribution of Effort (DOE) form. Within the context of the DOE, a candidate will be evaluated based on the following ratings: **Poor**, **Fair**, **Good**, and **Excellent**. A recommendation for promotion to Clinical Associate Professor assumes a minimum level of achievement of "Good" in the areas of Teaching, Administration, and Service and Engagement.

#### **Being a Good Citizen of the College and University Communities**

In order for the College to effectively move towards the achievement of both short-term and long-term goals, it must strive to hire and retain individuals who wish to act as committed, responsible citizens of the College and University communities. Understanding the important role good citizenship plays in the success of any entity, a successful candidate for promotion and tenure is one who actively and consistently functions in a way that enhance the College's ability to achieve its goals, in addition to research, teaching and service. Good citizenship is defined, in part, as working constructively with others to achieve common goals and upholding high ethical standards in work and in all relationships with students and colleagues within the College and University.

#### **Evidences in the Area of Citizenship**

- Demonstrates a strong commitment to ethical behavior across all areas (teaching, research and scholarship, and service and community engagement).
- Demonstrates strong and active participation in essential activities associated with the College's mission and identified goals.
- Functions as a responsible and dependable member of the College.
- Consults with colleagues around teaching and research issues that are pertinent to the College.
- Demonstrates respect for colleagues and diverse perspectives

## Appendix A

### Criteria for Rating Teaching Area for Promotion

#### Poor

- The category of “Poor” is reserved for candidates who fall short of meeting the criteria for “Fair” performance.

#### Fair

- Achieves fair teaching effectiveness ratings from students and/or has limited or no evidence of teaching effectiveness validated through a peer-review process as appropriate AND
- Shows evidence of one or more of the following activities but does not reach the standards set forth in the “Good” category:
  - Plans and organizes the learning experiences for existing courses.
  - Develops effective curriculum materials and/or delivery approaches.
  - Participates in the development of new courses/programs.
  - Provides advisement to students including special projects/independent studies.

#### Good

- Demonstrates commitment to teaching and improvement efforts (e.g., evidence of leadership in one area of the curriculum and/or efforts to improve the teaching enterprise within the College (e.g., creates a course for distance learning, lectures as a guest speaker).
- Record of teaching that contributes to the achievement of the instructional goals of the college consistent with DOE requirements.
- Achievement of good teaching effectiveness ratings from students based on course evaluations or other evaluative information (e.g., evaluation conducted by the Teaching and Academic Support Center [TASC], observations conducted by colleagues).
- Demonstrates academic rigor as evidenced by course content, coursework expectations, examples of graded rubrics (other materials may also be provided).

#### Excellent

- Achieves excellent teaching effectiveness ratings from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate AND
- Shows evidence of excellence in one or more of the following activities:
  - Develops innovative, effective curriculum materials and/or delivery approaches.
  - Provides leadership in the development of new courses, programs, and instructional materials, especially at the graduate level.
  - Develops and implements seminars/workshops for professional peers and practitioners.
  - Provides guidance and mentoring in the teaching process to other faculty members.
  - Contributes to student accomplishments in the form of student awards/scholarships, grants, and professional presentations and publications.
  - Publishes teaching/instructional materials.

## **Appendix B**

### **Criteria for Rating Service and Community Engagement Area for Promotion**

#### Poor

- The category of “Poor” is reserved for candidates who fall short of meeting the criteria for “Fair” performances.

#### Fair

- Has some but limited involvement on College committees, (e.g., rarely takes a leadership role, has sporadic attendance).
- Has participated in College initiatives but plays a minor role.
- Has some but limited involvement in community service activities.

#### Good

- Actively serves as an elected or appointed member of committees and/or fulfills administrative appointments and assignments within the academic unit and college.
- Routinely leads or significantly contributes in service to the College and University.
- Serves on committees and assumes leadership roles: in professional organizations at the local and state levels OR community agencies and organizations at the local and state levels.

#### Excellent

- Provides leadership on committees and/or fulfills administrative appointments and assignments within the academic unit, College, or University.
- Serves a leadership role: in professional organizations at the national and international level OR serves in positions of leadership in community agencies and organizations at the national and international level.

## **Appendix C**

### **Criteria for Rating Administration Area for Promotion**

#### **Poor**

- The category of “Poor” is reserved for candidates who fall short of meeting the criteria for “Fair” performance.

#### **Fair**

- Attend committee meetings as associated with administrative position.
- Attends planning and policy development meetings within the college.
- Limited or no evidence of efforts to implement strategies to assist the college in the achievement of identified goals.
- Maintains limited or sporadic records of activities associated with administrative role.

#### **Good**

- Actively participate in committee meetings associated with administrative position.
- Actively participate in (re)accreditation process (if appropriate).
- Takes an active role in development, planning, and policy making within the college.
- Actively participates in efforts to implement strategies to assist the college in the achievement of identified goals.
- Maintains consistent records of activities associated with administrative role.

#### **Excellent**

- Actively participate in more than one committee on which candidate holds ex-officio status
- Take a leadership role in (re)accreditation processes.
- Takes a leadership active role in development, planning, and policy making within the college or university.
- Demonstrates leadership in implementing strategies to assist the college in the achievement of identified goals.
- Maintains and utilizes records/data associated with administrative role to inform and enhance the mission of the college.