

## **College of Social Work**

### **Evidences of Achievement for Promotion and Tenure Review**

#### **Regular Faculty Series**

The College of Social Work is committed to excellence in the performance of three primary functions: research/scholarship and professional development, teaching, and service and community engagement. Thus, each candidate for tenure and promotion must be measured against a standard of excellence in these areas that will enhance the College's ability to respond to the complexity of human problems confronting our communities – locally and globally. Toward the realization of the College's mission solid achievement across these three interrelated functions must be demonstrated by any candidate being considered for retention, tenure, or promotion. Additionally, when administrative responsibilities are explicitly identified as part of a candidate's DOE, this area will be evaluated against a similar standard of excellence associated with these duties. Finally, citizenship as a member of the College community will be considered in all retention, tenure, and/or promotion decisions and assessed as it pertains to each of the three functional areas.

In major areas of consideration, performance will be reviewed for the entire academic career of the candidate with primary attention given to the period during which the candidate was at the current rank. The evaluation of the candidate's efforts in each major area will include a systematic examination of activities completed each year from her/his start date in the current position to the time of tenure and promotion review, as well as a cumulative assessment of the candidate's collective effort to-date.

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 associate professor assumes a minimum level of achievement of "Good" in all areas (Research/Scholarship, Teaching and Service and Community Engagement, as well as Administration when appropriate. Promotion to Full Professor will require a minimum level of achievement of "Excellent" in all areas.

#### **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

### **Criteria for Promotion to Associate Professor with Tenure**

#### **Research/Scholarship and Professional Development**

The College of Social Work values collaborative and multidisciplinary scholarship and research as well as that carried out by an individual. Given the profession's focus on developing knowledge that will result in effective social and individual change, faculty may engage in scholarly activity that involves both basic and/or applied research. Scholarly activity involves the formulation and dissemination of new knowledge gained through engagement in original research, integration of knowledge and research to form testable hypotheses, and suggestions for application of new discoveries in the realm of social work research, practice, and education. Original research is defined as scholarly activity that expands our understanding of social problems through observation and experimentation, a process that may utilize qualitative methodologies, quantitative methodologies, or mixed methods approaches. As social work scholars, it is expected that scholarship will address salient community or societal problems or processes, and will have clear practice, policy or educational implications. The products of the candidate's scholarly activity will be evaluated in terms of both quality and quantity of products, with the primary emphasis on quality. Additionally, it should be noted that some scholarly activity is considered more important (primary) than other (supplemental) in tenure and promotion decisions. For example, peer-reviewed publications are valued more than presentations, and lead authorship (or other evidence that the candidate's intellectual contribution was major) is valued highly. These factors will guide the evaluative process of members of the Faculty Promotion and Tenure Committee (FAPTC).

#### Evidences in Area of Research/Scholarship and Professional Development

##### Evidence required:

- Regularly and consistent publication record in peer-reviewed journals. The candidate's publication record should be indicative of persistent and consistent scholarship across the entire review period. Note that the quality of the journals will be considered. The candidate should provide documentation of quality, ranking, impact factor score (if available) and a rationale for journal selection.
- Obtains intramural funding and applied for external funding.
- Establishes a focused program of research with a planned trajectory for future scholarship.
- Regularly makes peer-reviewed/scholarly presentations at the regional, state, and/or national level (minimum of 1 national presentation per year).

- Develops an original statement of his/her philosophy and approach to research that is coherent and sophisticated and is reflective of her/his research performance.

Additional areas – evidence required in a minimum of 1 of these areas:

- Is recognized at state and regional levels for an area of expertise.
- Develops models, materials, or products that are effective in addressing policy or practices that improve the quality of life of individuals locally, nationally, and globally or improves the quality of the academic enterprise.
- Serves as a journal reviewer, grant reviewer, journal editor (evidence of number of manuscripts reviewed and examples of these reviews).
- Has a strong record of collaboration with faculty and students to address common research interests and clinical problems that result in peer-reviewed publications, presentations, grant proposals etc.
- Receives awards or recognitions for scholarly contributions as evidenced by appointments to research councils, review panels, scientific committees; receipt of awards (financial or honors), and/or acceptance into competitive research oriented training programs.

Other forms of scholarship will also be given consideration, however, these areas should be considered supplemental to the areas described above. These areas include the following:

- Authorship or co-authorship of books that show evidence of reconceptualization or original work.
- Authorship or co-authorship (co)authorship of book chapters that show evidence of reconceptualization or original work.
- Development of monographs that advance knowledge.
- Editorship or co-editorship of edited books.
- Authorship or co-authorship of textbooks.
- Monographs that compile existing knowledge.
- Authorship or co-authorship of published book reviews.
- Authorship or co-authorship of technical reports of formal or informal investigations through empirical, historical, or action research conducted by the candidate.

### Teaching

Demonstrated excellence in teaching plays a critical role in the successful achievement of the mission of the College of Social Work. A record of sustained, effective involvement in teaching will be required of all tenure and promotion candidates. The College of Social Work Faculty Promotion and Tenure Committee (FAPTC) will utilize evidence compiled in the teaching portfolio to assess a candidate's commitment to excellence in teaching.

### Evidences in Area of Teaching

Evidence required:

- 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., supervised doctoral student in a teaching practicum, creating a course for distance learning, developed widely used training materials).

- Has a record of providing academic and research advisement to students (e.g., supervision of independent studies, engagement in faculty-student research collaborations, and service as a doctoral dissertation committee member).
- Achieves very good teaching effectiveness ratings from students based on course evaluations and other evaluative information (e.g., evaluation conducted by the Teaching and Academic Support Center [TASC], observations conducted by colleagues).
- Demonstrates commitment to academic rigor in the classroom as evidenced by course content, coursework expectations, examples of graded assignments, and grading rubrics (other materials may also be provided).
- Develops an original statement of philosophy of teaching that is coherent and sophisticated and reflective of her/his teaching performance.

### Service and Community Engagement

A record of sustained, effective service is required of all tenure and promotion candidates. In general, the College of Social Work encourages an increasing level of responsibility and leadership with increasing rank. Faculty are expected to make a regular, conscientious, valuable contribution to the College, University, community, profession, and/or larger society. Effective service within the college, including participation in the intellectual life of the college, is essential.

A core aspect of the University mission is to link its research mission to effectively identify and respond to local and global community needs. The College of Social Work can and should play an essential role in identifying and responding to these needs. With that in mind, evaluation of those being considered for tenure and promotion should pay particular attention to demonstrating evidence of community engagement that combines research, teaching, and service in a way that makes the products of research accessible and meaningful to a wide audience.

### Evidences in Area of Service and Community Engagement

Evidence required in both areas:

- Serves as an elected or appointed member of College and/or University committees and fulfills administrative appointments and assignments within the College. Evidence is required that the faculty member has actively engaged in this work through chairing at least one College committee, regular attendance at committee meetings, and taking on significant responsibility for achieving the committee goals.
- Serves on committees and assumes leadership roles in professional organizations at the local and state levels OR serves on committees and assumes leadership roles in community agencies and organizations at the local and state levels.

Additional areas – evidence required in a minimum of 1 of these areas:

- Is involved in program development activities.
- Provides documentation of how programs work that serves as the basis of program evaluations, replication of programs, development of best practices manuals, and training materials.
- Is involved in the transfer of knowledge and technology to applied programs such as development of practice guidelines, assessment tools, and/or evaluation tools.

- Participates in curriculum development that is responsive to College or community needs.
- Develops public education materials
- Develops and evaluates policy initiatives.
- Engages in translational research.
- Develops practice innovations.

### Administration

Involvement in College administrative activities may primarily take the form of leadership on standing or ad hoc committees, temporary assignment as a program director, engagement in reaccreditation activities and/or involvement in specific tasks associated with meeting goals of our strategic plan. These functions are critical to the success of the College. Due to the essential nature of such activities, the willingness of faculty to attenuate their personal research agendas in order to fulfill these important roles to facilitate the College's efforts to achieve identified goals is highly valued. Unlike service on committees and occasional leadership roles in specific arenas, these administrative roles demand a great deal of the individual faculty's time and energy. When an individual's DOE specifies a percentage of effort specifically focused on administration, achievement will be assessed based on the criteria identified below.

#### Evidences in Area of Administration

Evidence required:

- Demonstrates effectiveness in the development of innovative programming.
- Demonstrates effectiveness in the program management.
- Participates in professional activities at the state, regional, and national levels.
- Seeks internal and/or external funding for program innovation and educational activities.

### **Criteria for Promotion to Full Professor**

Tenure to full professor level requires that a candidate be judged as Excellent across all three areas of performance. In addition, collegiality, as defined earlier in this document, may be considered. The applicant's DOE will be used to determine the weight that should be assigned to the following areas. Achievement of excellence in research and scholarship, teaching, and service and community engagement is evidenced by the following:

### Research and Scholarship

Evidence required in both areas:

- Regularly publishes and demonstrates a sustained and consistent record of scholarship, beyond that of the associate level, in the form of publications.
- Obtains external funding for support of scholarship.

Candidate should demonstrate evidence of excellence in research that goes beyond the required areas. Additional areas of research/scholarship excellence may include:

- Provides leadership in research endeavors (e.g., first or solo author).

- Provides guidance and assistance to faculty colleagues and students related to research.
- Is recognized nationally or internationally for an area of scholarly expertise.
- Serves as a grant reviewer, is on an editorial review board, or regularly serves as a referee for scholarly journals.
- Regularly makes scholarly presentations at national and international professional meetings.
- Obtains awards for research/scholarly activities.
- Actively maintains and enhances technical/scientific/clinical competence as appropriate OR receives professional certification and/or advanced credentialing.
- Develops models that are effective in addressing policy issues OR provides professional consultation resulting in significant scholarly outcomes OR develops and evaluates policy innovations that benefit communities.

### Teaching

Evidence required in both areas:

- Achieves excellent teaching effectiveness ratings from students.
- Demonstrates evidence of teaching effectiveness through a peer-review process.

Candidate should demonstrate evidence of excellence in teaching that goes beyond the required areas. Additional areas of teaching excellence may include:

- Develops innovative, effective curriculum materials and/or delivery approaches (e.g., creation of courses in area of expertise).
- Provides leadership in the development of new courses, programs, and instructional materials.
- 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.
- Chairs doctoral dissertation committees.
- Receives teaching awards.
- Publishes teaching/instructional materials.

### Service and Engagement

Shows evidence of excellence in 1 or more of the following activities:

- Makes regular, conscientious, and valuable service contributions in more than one area.
- Provides service to the College that is highly regarded by peers and contributes to intellectual life of College.
- Is involved in professional, community, and societal service in a way that brings credit to the College and to the University.
- Provides leadership on committees and/or fulfills administrative appointments and assignments within the College and/or University.
- Serves an increasing 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 A

### Criteria for Rating Research/Scholarship and Professional Development Area for Promotion

#### Poor

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

#### Fair

- General impression is that the candidate is a fair scholar who sporadically publishes scholarly perspectives and research findings; has published a limited number of referred articles and/or book chapters of fair to good quality.
- Seeks internal funding for support of scholarship but has limited or no funding.
- Has the beginning of a program of research or research agenda that is assessed as broad and/or unfocused AND
- Shows evidence one or more of the following activities but does not reach the students set forth in the “Good” category:
  - Assist community members with scholarly activities.
  - Make scholarly presentations at local and/or state professional meetings.
  - Maintains and enhances basic technical/scientific competence as appropriate.

#### Good

- General impression is that the candidate is a highly competent scholar who regularly publishes scholarly perspectives and research findings; has published a significant number of refereed articles and/or book chapters of good quality.
- Obtains intramural funding from University resources outside the College.
- Receives external funding (e.g., local, state, foundation) for support of scholarship.
- Demonstrates a pattern of applications to federal funding sources for support of scholarship.
- Establishes a focused program of research AND
- Shows evidence of one or more of the following activities:
  - Collaborates with faculty colleagues and students to address common research interests and social and/or clinical problems.
  - Is recognized at the regional level for an area of scholarly expertise.
  - Serves as a grant reviewer, as referee for a scholarly journal, or in any type of editorial capacity.
  - Regularly makes scholarly presentations at state, regional, and national professional meetings.
  - Actively maintains and enhances technical/scientific competence as appropriate OR receives professional certification and/or advanced credentialing as appropriate.
  - Develops models that are effective in addressing policy issues OR provides professional consultation resulting in significant scholarly outcomes OR develops and evaluates policy innovations that benefit communities.

#### Excellent

- General impression is that the candidate is a superb scholar who regularly publishes scholarly manuscripts and research findings; has published large number of important and influential refereed articles and/or book chapters of excellent quality.

- Regularly receives external funding for support of scholarship.
- Regularly makes scholarly presentations at national and international professional meetings AND
- Shows evidence of one or more of the following activities:
  - Provides leadership in research endeavors.
  - Provides guidance and assistance to faculty colleagues and students related to research.
  - Is recognized nationally and/or internationally for an area of scholarly expertise.
  - Serves as a grant reviewer, is on an editorial review board, or regularly serves as referee for scholarly journals.
  - Obtains awards for research/scholarly activities.
  - Actively maintains and enhances technical/scientific/clinical competence as appropriate OR receives professional certification and/or advanced credentialing.
  - Develops models that are effective in addressing policy issues OR provides professional consultation resulting in significant scholarly outcome OR develops and evaluates policy innovations that benefit communities.

## **Appendix B**

### **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, teaches off campus).
- Record of providing academic and research advisement to students (e.g., supervision of independent studies, engagement in faculty-student research collaborations, service as a doctoral dissertation committee member).
- 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).
- Demonstration of academic rigors as evidence by course content, coursework expectations, examples of graded assignments, and grading rubrics (other materials may also be provided).

#### **Excellent**

- Achieves excellent teaching effectiveness rating from students and/or has evidence of teaching effectiveness validated through a peer-review process as appropriate AND
- Shows evidence on one or more of the following activities:
  - Develops innovative, effective curriculum material and/or delivery approaches.
  - Provides lead leadership in the development of new courses, programs, and instructional materials.
  - Develops and implements of 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.
  - Chairs and participate on doctoral dissertation committees.

- Publishes teaching/instructional materials
- Receives teaching awards.

## Appendix C

### 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” performance.

#### Fair

- Has some but limited involvement on College or University committees (e.g. rarely takes a leadership role, has sporadic attendance).
- Has participated in College or University -wide initiative 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 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 D**

### **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.
- Sporadically interacts with faculty and students in 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.
- Maintains and enhances relationships with faculty and students in 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 process.
- 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.