

SOCIAL WORK PROGRAM TENURE AND PROMOTION GUIDELINES

This policy is to establish the criteria of the Social Work Program in the Department of Sociology, Social Work, & Criminal Justice for tenure and promotion together with the policies and procedures for their application. These guidelines are supplementary to the University (Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty) and College of Arts and Sciences (COAS) policies governing tenure and promotion.

It is important to underscore that tenure and promotion is awarded based upon sustained, high quality performance in teaching, research, and service, consistent with the mission of Lamar University. In compliance with the Lamar University MAPP 02.02.27 (Tenure and Promotion of Tenure-track and Tenured Non-library Faculty), the Master of Social Work (MSW) is considered a terminal degree. Candidates seeking tenure and promotion in the Social Work Program must meet the following criteria:

- an earned MSW degree with licensure and two-years practice experience post-MSW
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TEACHING

The teaching of each faculty member in the Social Work program is evaluated by the Personnel Committee and the Department Chair based on scholarly preparation, dedication, and a review of teaching materials. Evidence of teaching effectiveness includes classroom performance and other factors such as preparation, syllabi, and other course materials, assignments, staying current in the discipline, student mentoring, and curriculum improvement.

The faculty member must show effort for continued growth and development as a teacher. Candidates need to demonstrate that their courses are coherently organized and thoughtfully presented along with a commitment to teaching, as evidenced by student engagement and mentoring. Furthermore, candidates also need to contribute to program support as evidenced by innovation in teaching methods, professional development in teaching, participation in peer mentoring, curriculum development, and contributions to the department's instructional programs. Candidates are expected to engage in professional development related to strengthening teaching effectiveness.

Promotion to Associate Professor with Tenure

Excellent teaching of students is expected of tenure-track faculty members. Three criteria will be used to measure teaching quality.

Student Evaluations: Each tenure-track faculty member is expected to maintain positive working relationships with students. Tenure-track faculty are expected to obtain excellent teaching evaluations in each of the classes instructed as evidenced by a benchmark of 80% satisfactory (agree/strongly agree) on course evaluations. Course content, difficulty, size, number of courses taught, potential impact of teaching online, student response rates, and faculty characteristics that may impact ratings will be considered in interpreting student evaluations.

Peer Evaluations: Each tenure-track faculty member's teaching performance will be evaluated by one or more selected faculty members within or outside of the COAS in accordance with the Chair's Evaluation of Teaching Effectiveness rubric. Tenure-track faculty members will demonstrate responsiveness to peer feedback and will receive good peer evaluations.

Chair Evaluation: Each tenure-track faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric. The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness.

Specific indicators used to measure meeting expectations to be promoted to Associate Professor may include:

- Develops well organized, comprehensive syllabi for all assigned courses
- Adheres to syllabi
- Teaches appropriate and relevant materials pertaining to subject matter(s) of the course

- Writing letters of recommendation for current students and alumni.
- Participating in or leading teaching-related workshops or trainings.
- Being nominated for a teaching excellence award.
- Receiving a teaching award.
- Receiving a competitive pedagogy-related grant.
- Off-campus professional development aimed at improving teaching effectiveness.

Promotion to Professor

Excellent teaching of undergraduate and graduate students is expected of faculty members being considered for promotion to Professor. Three criteria are used to measure teaching quality.

Student Evaluations: Each tenured faculty member is expected to maintain positive working relationships with students. Tenure-track faculty are expected to obtain excellent teaching evaluations in each of the classes instructed as evidenced by a benchmark of 80% satisfactory (agree/strongly agree) on course evaluations. Course content, difficulty, size, number of courses taught, potential impact of teaching online, student response rates, and faculty characteristics that may impact ratings will be considered in interpreting student evaluations.

Peer Evaluations: Each tenured faculty member's teaching performance will be evaluated by one or more selected faculty members within or outside of the COAS in accordance with the Chair's Evaluation of Teaching Effectiveness rubric. Tenure-track faculty members will demonstrate responsiveness to peer feedback and will receive good peer evaluations.

Chair Evaluation: Each tenured faculty member's teaching performance will be evaluated by the Department Chair using the Chair's Evaluation of Teaching Effectiveness rubric. The candidate should meet or exceed expectations on the Chair's Evaluation of Teaching Effectiveness.

In addition to the expectations listed for promotion to Associate Professor with tenure, faculty members seeking promotion to Professor are expected to demonstrate leadership in teaching and program support. Leadership in teaching and program support may include but is not limited to:

- Leading and/or organizing teaching-related workshops or trainings.
- Being nominated for a teaching excellence award.
- Receiving a teaching award outside the department.
- Receiving a competitive pedagogy-related grant.
- Mentoring faculty members.
- Teaching a study-abroad course.
- Serving on college, university, and/or professional committees on teaching and curriculum.
- Leading collaborative pedagogical projects and/or the development of department teaching resources.

recognized, and sustained scholarship. Growth in the quality of scholarship can be demonstrated through increasing quality in any of these components (e.g., journal impact factor, authorship, grantsmanship, publication with students, scholarly reputation, etc.).

The normal expectation for research to be tenured and promoted to the level of Associate Professor is four (4) or more peer-reviewed journal articles (or the equivalent scholarly contributions) for a candidate coming up for consideration in the sixth year. Candidates must be aware that there is no one quantitative measure that determines a decision on tenure and promotion.

In evaluating research performance, quality, originality, and significance are all factored into the decision. Candidates must demonstrate engagement in scholarly activity throughout the probationary period. We recognize that there are many ways to demonstrate scholarly contributions, and therefore candidates are expected to develop a narrative to address the quality and influence of their research (see sections below for reference).

Promotion to Professor

A candidate for promotion to Professor must demonstrate sufficient quantity and quality of original, significant, peer-reviewed, publicly disseminated, recognized, and sustained scholarship. A candidate needs to have a robust record on research scholarship, including records of leadership scholarship and sustained scholarship, to meet the expectations for promotion to Professor (see sections of “Leadership Scholarship” and “Sustained Scholarship” below for reference). The candidate’s research record, after becoming an Associate Professor, should demonstrate leadership in scholarly activities and produced six (6) or more peer-reviewed journal articles (or any components of peer-reviewed research/publication, grantsmanship, book, book chapter, or other equivalent scholarly works).

Equivalent Documents

In assessing scholarship, the Personnel Committees takes the following equivalent documents into account:

- Published books (sole author, lead author, coauthor).
- Edited books (sole author, lead author, coauthor).
- Book chapters in edited volumes.
- Funded external research grants.
- Peer-reviewed journal articles
- External research grant submission but not funded (with evidence of majority positive reviews).
- Funded internal competition research grants.
- Community-engaged scholarship (see below “Community-Engaged Scholarship” for reference)

- Pedagogical textbooks (sole author, lead author, coauthor) with a demonstrable influence on the discipline.
- Foreign publications (e.g., peer-reviewed article, book, or book chapter) in foreign language. A letter or evaluation in English should be attached.
- Published peer-reviewed technical reports or conference proceedings.

Leadership Scholarship

Leadership in scholarship may be demonstrated by recognition of contributions to the field. This recognition may take a variety of forms, including but not limited to the following:

- Invited speaker
- Edited volumes
- Awards
- Lead roles in research groups
- Editor positions
- Panel or conference organizer
- Mentorship of student research
- PI on grants funding with multiple researchers
- Lead authorship in publication
- Publicly acknowledged as an expert in the field by a reputable, relevant academic organization

Sustained Scholarship

Candidates must demonstrate active engagement in scholarly activity throughout the evaluation period. As a general rule, this entails clear evidence of engagement in the research process during each year of evaluation. Factors that indicate sustained research effort can include the following:

- Proposal development
- Data collection
- Data management and analyses
- Grant submissions (both funded and not funded)
- Manuscript submission
- Manuscript publication (e.g. book reviews or critiques, encyclopedia entries, newsletter, research notes, community reports)
- Conference presentations

Community-Engaged Scholarship

The community-engaged research often shares many similar features to the applied social work research. The community-engaged scholarship should be grounded in literature, uphold rigorous methodological standards and collaborate with community stakeholders on creation of applied solutions to public issues.

Evaluation of community-engaged scholarship will be based upon review of research outcomes/products and impacts, which may include:

- Level of faculty's involvement in the project: Roles and responsibilities, and the amount of time and effort involved
- Research reports completed for, and used by, non-academic organizations
- Evaluation research instruments and outcomes
- Type of funding source: local, state and federal agencies, or private foundations
- Total amount of funding
- Transcripts of public testimony at government policy hearings
- Visual media substantially utilizing a candidate's research
- Number of people educated or served by the project
- Recognition by local, state, and/or national media outlets
- Other evidence of impact of the candidate's community-engaged scholarship activity (e.g., documentation that a report was used to expand an organization's services to more clients or community members or evidence that a report improved the quality of life in a specific community. In the cases of participatory research, non-academic participants should be invited to provide input as to the effectiveness of the candidate's contributions to their organization or community; these documents should be as detailed and precise as possible in communicating the quantitative and qualitative indicators of research impact.)

SERVICE

Service and outreach are critical components of the social work profession. Service includes service to students, colleagues, Department, College, and the University; administrative and committee service; and unpaid service beyond the University to the profession and to the community. Evidence of effectiveness in service entails active participation in service and contribution to organizational goals. In evaluating service, both the quality and quantity of activities and contributions will be considered.

Service to the institution involves activities that help generate new, or sustain, build, and/or promote existing, academic endeavors. Some activities may appear to align with both teaching and service, or research and service in the dossier. In these instances, it is imperative that the

- Attendance at department events and meetings
- Serving as a committee member on department committees
- Attendance at the COAS and university events and activities (e.g. college and university commencements).
- Engagement with professional communities and/or organizations.

While not required, the department values additional service activity at the college, university, and community level, and such activity will be considered in promotion to Associate Professor with tenure.

Promotion to Professor

A candidate for promotion to Professor must demonstrate leadership in accomplishing the goals of the department, college, and university. They are to meet expectations and demonstrate leadership in their service activities at the Department, College, and/or University levels, as well as in professional associations at regional, state, and/or national levels. In addition to the requirements for promotion to Associate Professor, expectations, and leadership in service for promotion to Professor include the following:

- Chairing department committees and/or serving as a program director
- Serving on the COAS Committees
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- Advisor for student organization/club
- Peer teaching evaluator
- Department officer: Chair, Vice-Chair, Director of Graduate Studies, Director of Undergraduate Studies, etc.
- Represents department at college and/or university special events
- Student recruitment/mentoring
- Advisor to student research and leadership (e.g., McNair Scholars, OUR research, Beck Fellows, SURF Fellows, etc.)
- Professional Development
- Other

Institution/College

- Organize college events
- Member of standing committee
- Member of ad-hoc committee
- Chair of standing committee
- Chair of ad-hoc committee
- Faculty Senate member
- Thesis/Dissertation member to other COAS Departments
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- Appointed officer in professional organization
- Elected officer in professional organization
- Member of editorial board of professional journal
- Editor of professional journal
- Editor/co-editor for special issue of a professional journal
- Journal paper reviewer
- Book proposal reviewer
- Grant reviewer
- Grant review panel member
- Grant review panel Chair
- Thesis/Dissertation member to other universities
- Profession conference activities: program committee chair/member, local arrangements committee chair/member
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