



**University of Tennessee at Chattanooga  
College of Health, Education and Professional Studies  
Social Work Department**

**Faculty Handbook**

**2012-2013**

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**University of Tennessee at Chattanooga**  
**College of Health, Education and Professional Studies**  
**Social Work Department**  
**Faculty Handbook**

## **Foreword**

This manual is not intended to replace or supersede the policies and procedures outlined in university-wide documents such as the *Faculty Handbook*. It is intended to supplement those documents, outlining those policies and procedures unique to UTC's Social Work Department.

## **1. Teaching Loads**

The Social Work Department adheres to university policy where a full teaching load is 12 academic credit hours.

### **Department Head Teaching Load**

Per University policy, the Social Work Department Head shall teach a ½ load (by contact hours). This is equivalent to a maximum of 6 academic credit hours each semester.

### **Field Education Coordinator Teaching Load**

The Field Education Coordinator shall have a course release each semester to administer the Field Education Program (this course release is an accreditation requirement). This is equivalent to a maximum of 6 academic credit hours each semester.

### **Independent Study Loads**

Faculty members are permitted to engage in up to two independent study courses per academic year. Faculty members are encouraged to only engage in independent study courses when they contract to work on material that benefits the student and also leads to collaborative publication or presentation at national conferences. The Department Head must approve all independent study courses. Faculty members do not receive any workload credit for independent study courses.

## **2. Student Advisement**

### **Academic Advisement**

Students are assigned to a faculty member for academic advisement by the Department Head. All transfer students will be advised by the same faculty member to ensure consistency of advisement during degree completion. During the pre-registration period each semester, the department will offer group advising periods – all pre-social work and BSW students are expected to participate in group advising. All students are expected to bring their My MOCSDEGREE sheets with them to these appointments. In addition, some advisors will find it helpful to complete a departmental check-sheet for the students they advise.

### **Closed Classes**

Students wishing to enter a class that is already closed must apply for admittance by sending an email to the Department Head. Admittance to closed classes can only occur with the approval of the course instructor and the Department Head who will then complete an override in BANNER for the student to be admitted to the closed course.

### **Transfer Credits**

It is the duty of the advisor to determine all transfer course equivalencies and credits. The advisor does this by consulting with appropriate faculty members, and by examining course syllabi, student portfolios, papers, etc. Advisors confronted with a student seeking transfer credit should encourage that student to make an appointment with relevant faculty and to bring to that appointment all relevant materials for review. A departmental memo will be sent to the Office of Records from the Department Head for each modification made to a student's transcript.

### **3. Departmental Governance**

The Social Work Department will meet twice a month for faculty meeting – adjunct faculty are invited and encouraged to attend. These bi-monthly faculty meetings are chaired by the Department Head; agenda items are submitted by all full-time faculty to the department administrative assistant.

**NOTE:** Additional faculty meetings and/or work sessions may be called by the Department Head on an as needed basis, such as time periods prior to accreditation cycles and site visits.

Faculty members are to maintain 4 hours of scheduled office hours each semester – the administrative assistant will maintain a list of office hours for each full-time faculty members.

### **4. Faculty Annual Evaluation and Development by Objectives (EDO)**

Faculty will annually self-complete an Evaluation and Development by Objectives (EDO) document.

- The first section of the form, where the faculty member sets forth objectives for the following year, is to be submitted by the end of **August**. Modification to the objectives are permitted through the end of **October**. It is recommended that faculty set goals in accordance to Promotion and Tenure guidelines.
- The second part of the EDO, where faculty members account for their professional activities during the previous year, is due in **March**.
- For university-wide information about EDOs see the *Faculty Handbook*. Criteria used in evaluating EDOs on the departmental level are as follows:

#### **General Policy**

- The Social Work Department recognizes the “Best Practices” for Teaching, Research and Service found in the Appendix of the UTC *Faculty Handbook*, as well as the unique range of scholarly and creative activities standard to the field of Social Work practice.
- It is recognized that new faculty members, placed in the position of preparing for new teaching assignments, may not be active in all three areas during their first year.
- It is recognized that the EDO process for probationary faculty should focus on development and mentorship of the faculty member, while the EDO for tenured faculty should focus on innovation and long-term goal setting.
- Departmental criteria for “Meets Expectations in Rank” and “Exceeds Expectations for Rank” as they relate to Teaching, Research, and Service are outlined below. In each case “Meets Expectations for Rank” marks a minimum level of achievement for the faculty member in a particular category. Failure to meet that minimum standard in two of the three EDO categories will result in a ranking of “Needs Improvement for Rank” or “Unsatisfactory for Rank” at the discretion of the Department Head and depending on the length and degree of lower than expected performance.**Instructional and Advisement Activities**

Teaching and advising involves activities related to developing the knowledge, skills, attitudes, and behaviors of students necessary for entry into the profession.

Faculty members will be evaluated by implementation of current design knowledge into the classroom and by maintaining an active concern for students and their academic progress as evidenced by the ability to organize and effectively present and evaluate coursework. This evidence would include effectiveness in oral and written communication and the ability to motivate student interest and participation in the classroom.

### **Meets Expectations for Rank**

- Each faculty member will submit current syllabi (by the assigned due date) for assigned courses which reflect University and departmental required content and support the curricular framework of the assigned accreditation standards.
- Each faculty will design, implement and evaluate classroom activities. Course content and supportive materials should be current and evidenced-based.
- Meets all assigned classes.
- Provides for student evaluation of course and uses results to revise course and method of instruction.
- UTC student evaluation ratings must be within the tolerable limits of the institutional and departmental averages. Additional Student Evaluations may be used to supplement or balance a performance rating of UTC Student Evaluations, but they can not be used in place of UTC Student Evaluations.
- Demonstrates fair and impartial grading.
- Faculty will demonstrate knowledge of the Social Work Department curriculum through competent counsel of students assigned for advisement.
- Faculty will maintain 8 office hours so that students and other members of the university community have reasonable access for counsel and communication.
- Contributes to course and curriculum development.
- Contributes to the development of library and other learning resources relevant to content area of assigned teaching responsibility.
- Maintains academic integrity and the academic standards of the University.

### **Exceeds Expectations for Rank**

Evidence of an exceptional merit ranking must meet the minimum standards for performance plus at least seven (7) of the following:

- High quality instructional performance (e.g. peer evaluations of instructional skills/materials; performance of students with regard to any appropriate outcomes measurement).
- Supervision of student generated research projects and/or creative activities outside the traditional classroom setting; Supervised honor student thesis.
- Classroom instruction show extraordinary levels of clarity, organization, vitality, approachability, and classroom sensitivity.
- Course planning show evidence of innovation.
- Commitment to accepting challenging teaching assignments (i.e.: overloads, independent studies, multiple preps).
- Supervise Internships.
- UTC student evaluation ratings exceed the institutional and departmental averages.
- Advisement activities show extraordinary interest in students' academic welfare, progress and retention.
- Participation in departmental advising activities (e.g. Freshman Fridays, etc.).
- Serves as an advisor to student organization.
- Leadership and/or active participation in developing new courses, improved curriculum or technology assisted instruction (including on-line courses).
- Awards or recognition for excellence in teaching or advising.

- Invited teaching presentations to other UTC classes and/or outside organizations/universities as a content expert; evaluation of invited teaching.
- Acquisition and maintenance of certification, registration, and/or professional practice required in the areas of teaching expertise.
- Participation in professional development activities to enhance instructional activities.

## **Research, Scholarly and Creative Activities**

### **Meets Expectations**

To meet Research, Scholarly, and Creative Activity expectations, each faculty member is expected to actively pursue and make documented efforts to disseminate research and/or creative scholarship. It should be noted that Social Work publications and competitive exhibition opportunities are few in number. Additional forms of scholastic pursuits are outlined in the below notation.

### **Exceeds Expectations for Rank**

To Exceed Expectations for Rank, a faculty member must meet minimum standards for performance and show significant achievement in publications and/or exhibitions. Recognition of professional accomplishment may be demonstrated through distinguished awards, grants, opportunities to guest edit issues of refereed journals, book reviews, etc.

NOTE: In a diverse area of study, such as Social Work, the forms and format for scholarly work vary greatly. The four kinds of scholarship as defined by Rice and Boyer include: the scholarship of discovery; the integration of ideas, the application of knowledge, and the transformation of knowledge through teaching.

#### *The Scholarship of Discovery:*

Original research or creative scholarship. Examples include:

- Peer-reviewed publications of original research, theory, or philosophical essays in journals, books or electronic media
- Peer-reviewed or invited professional presentations of original research, theory or philosophical essays at scientific or professional meetings at the local, state, regional, national or international level
- Peer-reviewed or invited dissemination of original visual work (drawings, renderings, paintings, photography, signage etc.)
- Grant awards in support of original research or creative scholarship
- Copyrights, licenses or patents of original research or creative scholarship
- Positive peer evaluations of original research or creative scholarship
- Bibliographic citation of the original research or creative scholarship
- Positive external assessment of research or creative scholarship

#### *Integration of Ideas:*

Ideas may be synthesized from a variety of sources or combined in innovative ways. Examples include:

- Peer-reviewed publication of synthesized research, policy analysis, position papers, case studies, and integrative review of literature
- Peer-reviewed or invited presentations in interdisciplinary settings
- Published books or book chapters containing synthesized data
- Presentation of ideas through lay publications and trade journals
- Copyrights, licenses, or patents of synthesized research or creative scholarship
- Creation of training manuals, student handbooks, websites, computer programs
- Interdisciplinary and/or collaborative activities that support knowledge in multiple

disciplines

- Design curriculum development
- Positive peer evaluation of contributions to integrative research or creative scholarship
- Bibliographic citation of integrative research or creative scholarship
- Positive external assessment of integrative research or creative scholarship
- Documentation of role in editorial/review process

*Application of Knowledge:*

Services to the community or profession that apply findings generated through the integration of ideas or discovery to solve real problems in the lives of individuals and families as well as in the profession, industry, government and the community. These findings can be applied to teaching, learning, and/or practice. Examples include:

- Community development projects
- Advisory board membership (outside department)
- Field experience, practicum, or internship coordination
- Accreditation coordination
- Commissioned design work, visual work (drawings, renderings, paintings, photography, signage, etc.) or services related to the faculty member's area of expertise
- Accreditation site visitor or consultant
- Editor of professional organization's journals and/or newsletters
- Peer reviewer of teaching or teaching materials
- Development of significant projects such as accreditation documents or a design exhibition
- Progress toward completion of coursework for advanced training/certification/degree programs in field related to area of content expertise
- Serve as a juror or peer-reviewer utilizing field related expertise

*Transformation of Knowledge through Teaching:*

The interaction of scholar as a learner and the student is central to this area of scholarship. Examples include:

- Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories
- Published textbooks or other learning aids
- Grant awards in support of teaching and learning
- Peer-reviewed or invited professional presentations related to teaching and learning
- Dissemination of student research results in peer-reviewed format
- Dissemination of student visual work in peer-reviewed format (i.e.: class work accepted for exhibition or competition award)
- Scholarly work with student organizations
- Successful applications of technology to teaching and learning
- Positive peer assessments of innovations in teaching
- Development of forums or workshops for professionals or community extension courses
- Bibliographic citation of *Transformation of Knowledge through Teaching* research or creative scholarship
- Documentation of scholarly role in creation of multi-authored evaluation reports
- Positive external assessment of *Transformation of Knowledge through Teaching* scholarship



## Professional Service Activities

### Meets Expectations for Rank

A Social Work faculty member Meets Expectations for Rank by demonstrating active service at the following 3 levels: university / departmental, professional and community. This may be demonstrated by:

- service through administrative and committee assignments
  - o university level
  - o college level
  - o departmental level (CSWE/BPD, curriculum, scholarship, advisory board, etc)
- service to discipline-specific professional organizations through membership
- appropriate consulting, advisement or sponsorship of student activities
- discipline related community service
- non-discipline related community service

### Exceeds Expectations for Rank

A Social Work faculty member Exceeds Expectations for Rank by demonstrating exceptional involvement in service to the university / department, profession and/or community. Evidence of an exceptional merit ranking will be demonstrated in at least three (3) of the following ways:

- Chair of a university, college or departmental committee
- Contributions as an officer, board member or committee member in local, state, regional, national, or international discipline-specific professional organizations
- Contributions as chair or coordinator of conventions or professional meeting sessions at local, state, regional or national level
- Member or chair of external evaluation teams specific to discipline
- Discipline-specific contributions as an officer, committee or board member in community service organizations, non-profit agencies or governmental agencies
- Non peer reviewed invited lectures or articles written for outside groups (discipline-specific)
- Discipline-specific public service participation (radio talks, television appearances, etc.)

## 5. Promotion, Tenure and Rank (PTR)

The procedures for the promotion and tenure of social work faculty do not differ from those that apply to the University's faculty at-large (please consult the *Faculty Handbook*). In general, though, faculty who wish to be considered for promotion and tenure must submit by November 1 an academic and professional dossier for initial review by the department's PTR Committee. This committee consists of all tenured faculty (in the case of tenure or retention consideration) or, in the case of promotion, all tenured faculty equal to or above the rank of the promotion level sought by the applicant. At the first meeting of the PTR committee each academic year, the committee will elect among themselves a chair whose term will last that one year. The committee must make a formal recommendation to the head by March 1. The head will then review the opinion of the committee and the dossier in question, and submit a recommendation to the Dean of the College of Health, Education and Professional Studies. The Dean is required to pass along a recommendation to the Provost by March 25. The Provost must then make a recommendation to the Chancellor by April 15. The Chancellor then makes a recommendation to the President of the University System (by May 1), who in turn evaluates all the recommendations and seeks approval from the Board of Trustees. A positive tenure review carries a positive recommendation for promotion from assistant to associate professor. Promotion to full professor, however, is not automatic at tenure.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
SOCIAL WORK DEPARTMENT  
**STANDARDS AND CRITERIA FOR PROMOTION, TENURE, AND REAPPOINTMENT**

**RELATED POLICIES**

UTC 3.2.3 – Standard Dossier Format

UTC 3.2.4 – The Department Rank, Tenure, and Reappointment Committee

UTC 5.1.2 – Student Related Responsibilities

UTC 5.1.3 – Professional Responsibilities

UTC 5.2.1 – Faculty Responsibilities in Teaching and Advising

UTC 5.3.1 – Faculty/Student Relationships in the Classroom

**INTRODUCTION**

This document sets forth the Social Work Department's procedures and criteria for evaluating faculty relative to reappointment, tenure, and promotion. The Department's PTR Committee shall follow these procedures and shall use these criteria in making decisions about reappointment, tenure, and promotion at the departmental level. Faculty performance shall be evaluated in the areas of teaching and advising, research, scholarship, and creative activities, and service. The University of Tennessee at Chattanooga is designated by the Carnegie Classification as a Master's Large Community Engaged University. The weights assigned to the three areas of faculty responsibilities reflects this classification: teaching and advising 60%, research, scholarship, and creative activities 20%, and service 20%.

The mission of the Baccalaureate Social Work (BSW) degree program at the University of Tennessee at Chattanooga (UTC) is to prepare students for competent, generalist evidence-based practice. As generalists, graduates will have a common body of social work knowledge, values, and skills informed by the principles outlined in the NASW Code of Ethics and transferable among human service settings and population groups. Social Work (SOCW) faculty and students are committed to working together to engage in scholarship, continued learning and community service to individuals from diverse backgrounds reflecting the UTC mission as a metropolitan university that serves people from varied cultural, social and economic backgrounds.

**DEPARTMENT COMMITTEE**

The makeup of the Rank, Tenure, and Reappointment Committee shall consist of all tenured members of the department. The full committee considers reappointment and tenure, all associate and full professor members consider assistant professors seeking promotion. All full professor members consider associate professors seeking promotion.

If less than three SOCW faculty members hold rank above that of the applicant, then tenured faculty members of the appropriate rank from other departments in CHEPS shall be asked to serve on the PTR Committee. Committee members are appointed by the SOCW Department Head.

The chair of the SOCW-PTR committee shall be a tenured professor at least at the associate rank. Normally, no one person shall serve more than one year in succession. Recommendations for promotion, tenure, and/or reappointment will be made by RTR committee members and forwarded to the appropriate administration for further action.

**AREAS OF FACULTY RESPONSIBILITY**

Social Work is both an applied academic discipline and a profession. Accordingly the evaluation of professional excellence must reflect expectations for both academic and professional performance. Social Work faculty members are expected to contribute to Social Work by advancing knowledge, skills, and values consistent with the values and ethics of the profession. Consistent with the

purpose stated in the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE), faculty in the Department of Social Work are expected to educate professionals who are competent, to contribute to knowledge development in the discipline, and to exercise leadership within the professional community.

## **GENERAL STANDARDS**

Faculty are expected to subscribe to the code of ethics of the National Association of Social Workers (NASW) and to demonstrate a commitment to the profession. Faculty in the Social Work Program is committed to developing and maintaining an academic program that advances the Council on Social Work Education's (CSWE) Educational Policies and Accreditation Standards. Consistent with the Social Work profession, faculty is expected to demonstrate a commitment to collegiality among themselves and with the practice community and to community engagement.

Faculty members to be considered for rank, tenure and promotion will be identified by the Department Head, according to the process defined in the UTC Faculty Handbook. Individuals being evaluated in the review process will submit, in standard dossier format, documented evidence of contributions regarding their performance in the areas of teaching and advising, scholarship and service appropriate for their level of academic appointment.

## **REAPPOINTMENT**

### **Related University Policies**

UTC 3.2.3 – Standard Dossier Format

UTC 3.2.4 – The Department Rank, Tenure, and Reappointment Committee

UTC 3.3.1 – Reappointment

UTC 3.3.1.1 – Reappointment Calendar

UTC 3.3.1.2 – Criteria for Reappointment

UTC 3.3.1.3 – Procedures for Effecting Reappointment

UTC 3.4.3 – Probationary Period

UTC 3.4.3.1 – Length of Probationary Period

UTC 3.4.3.2 – Suspension of Probationary Period

### **Guidelines for action**

#### Retention

- a. Faculty evaluation ratings by students will be included in documentation related to promotion, tenure, or reappointment.
- b. Course syllabi including requirements and grading policies, should be included in PTR documentation.
- c. Contributions to Social Work community partners (in the form of grants, organized professional development, technical assistance, and other education-related support) will be considered in reappointment decisions and should be documented by the agency for which the service/support is provided.
- d. Evidence of research (see guidelines included in the appendix of this document) and service to the University should be provided; information from current curriculum vitae will be considered in decisions.

## **PROMOTION and TENURE**

### **Related University Policies**

UTC 3.2.3 – Standard Dossier Format

UTC 3.2.4 – The Department Rank, Tenure, and Reappointment Committee

UTC 3.2.3 – Standard Dossier Format

UTC 3.2.4 – The Department Rank, Tenure, and Reappointment Committee

UTC 3.3.2.1 – Promotion Calendar

UTC 3.3.2.2 – Criteria for Promotion

UTC 3.3.2.3 – Procedures for Effecting Promotion

- UTC 3.4.1 – Definition of Tenure
- UTC 3.4.2 – Tenure Calendar
- UTC 3.4.3 – Probationary Period
- UTC 3.4.3.1 – Length of Probationary Period
- UTC 3.4.3.2 – Suspension of Probationary Period
- UTC 3.4.3.3 – Notice of Non Renewal
- UTC 3.4.4 – Eligibility and criteria for Tenure Consideration
- UTC 3.4.5 – Procedures for Effecting Tenure
- UTC 3.4.6 – Expedited Procedures for Considering and Granting Tenure by UT Board of Trustees
- UTC 3.4.7 – Exception to Policy Requiring Full-Time Status for Eligibility for Tenure
- UTC 3.4.8 – Locus of Tenure

### **Promotion and Tenure**

- a. All factors considered for reappointment will also be evaluated for promotion and tenure. In addition, each applicant will be evaluated according to the following criteria.
  - i. Each applicant will produce a dossier documenting his/her case and providing relevant information, samples of work, research, etc. to be used in promotion and tenure decisions.
  - ii. Normally, a minimum of 4 years in rank as an assistant professor is expected for promotion to associate professor, and a minimum of 5 years in rank as an associate professor is expected for promotion to professor. The probationary period should be no less than 1 year and no more than 7 years.
  - iii. An established reputation as a professional social worker is expected.
  - iv. A reputation as an accurate, available, and effective advisor over the entire period under consideration for promotion and/or tenure decisions should be part of the applicant's documented performance.
  - v. An established record in research, action or field based research is expected utilizing the following guidelines included in the appendix.
  - vi. A record of effective participation in professional activities (in addition to campus organizations) should be evident.
  - vii. Public service should include, but not be limited to,
    1. Service to the department, college and/or university.
    2. Service to community agencies.
    3. Additional relevant service to other professional organizations.

### **Guidelines for Evaluating Research**

Social Work faculty have adopted Ernest Boyer's four-part definition of scholarship. Boyer defines scholarship as including: discovery (traditional research), integration/synthesis, application (theory into practice), and an expanded definition of teaching. This definition is particularly relevant and attractive for Social Work faculty because it allows for both traditional and non-traditional activities. Many of the latter activities can be field-based.

The following are suggested guidelines that faculty members and administrators might use when planning for and evaluating field-based scholarly research.

- a. The activity should result in increased knowledge on the part of both faculty members and professionals or students whom they are serving.
- b. The activity should be based upon recognized theoretical models or an intellectually defensible theme.
- c. The methodology and purpose of the activity should be clearly described. What is to be accomplished? How is this activity connected to the problems of practitioners? A reasonable degree of specificity must be provided.

- d. The activities should be sufficiently documented so as to allow (depending upon the particular activity) quantitative and/or qualitative evaluations and critiques. Faculty action researchers may select, to work with them, those university colleagues and site-based practitioners whom they feel have information or skills that would assist in the successful completion of their products. An expected procedure would include prior approval of the projects as research, as a part of the EDO process.
- e. Publications or other means of dissemination (colloquia, presentations to professional organizations, etc.) should be expected and accepted as one of the products of field-based research.
- f. It is expected that a faculty member engaging in field-based scholarly research will continue in-depth activities related to a particular theoretical model or theme over a substantial period of time.

### **External Review**

The Social Work Department promotion and tenure process includes an external review. The process for obtaining external reviews is as follows:

- a. A minimum of five months before the scheduled tenure review, the tenure candidate(s) will provide the Department Head with a copy of the dossier and the names of three appropriate external reviewers. External reviewers should be tenured faculty with appropriate knowledge and credentials at other universities with a similar Carnegie Classification as UTC.
- b. The Department Head will also ask tenured faculty each to select one or more names of potential reviewers.
- c. The Department Head will select and contact two external reviewers (one from the candidate and one from the tenured faculty).
- d. The tenure candidate may or may not waive the right to see letters of review from external reviewers (see Appendix C).
- e. When the external reviewers agree to serve, The Department Head will send each reviewer a copy of the Social Work Department Guidelines for Promotion and Tenure and the candidate's supporting materials. Supporting materials will minimally include a current C.V.; a summary for both research/scholarship and professional service; and samples of scholarly work.
- f. The Department Head will indicate to the external reviewers a particular interest in a review of the candidate's scholarship and service. Teaching effectiveness, collegiality, and commitment to the mission and goals of the department and university are more appropriately reviewed by internal tenured colleagues.
- g. External reviewers will return their reviews to the Department Head who, in turn, will forward the results to the RTR committee without any indicators of who has completed the dossier review.
- h. There will be no formula or weight for the results of the external reviews. The departmental RTR committee will consider the external reviews along with the rest of the candidate's materials. A positive recommendation for promotion and tenure, however, will be difficult without at least one positive review from an external reviewer.
- i. The reviews from the external review will be considered by the Department Head, along with the departmental RTR committee findings.

**The external review policy of the Social Work Department applies to faculty candidates seeking promotion and tenure after the 2013-2014 academic year.**

## Level of Accomplishment

### Teaching and Advising

#### Essential Performance Criteria

- ◆ Competence in designing, implementing and evaluating innovative classroom, laboratory, clinical, and other teaching/learning activities through the development of courses and/or curriculum
- ◆ Competence in designing and implementing methods to assess student learning that reflect program goals and course objectives
- ◆ Concise, coherent syllabi in keeping with CSWE accreditation guidelines (provide syllabi)
- ◆ Use of multiple evaluation measures for determining students' academic performance
- ◆ Clear communication of course objectives, policies, and grading criteria
- ◆ Participation in advising students as assigned by Department Head
- ◆ Acting as a resource regarding academic services and assistance available on campus; recognizing and referring at-risk students
- ◆ Providing accurate information on academic policies and procedures, especially those related to the social work program

#### Advanced Performance Criteria

- ◆ Consistent performance in making original and innovative contributions in curriculum development and evaluation through course content and supportive materials that are current and evidenced-based (course outlines, examinations, handouts, assignments)
- ◆ Supervision of student generated research projects and/or creative activities outside the traditional classroom setting
- ◆ High quality instructional performance (e.g. awards for teaching excellence; peer evaluations of instructional skills, syllabi, examinations and other instructional materials for assigned courses; student evaluations; EDO evaluations; teaching portfolio; testimonials from current or former students; performance of students with regard to any appropriate outcomes measurement)
- ◆ Participation in professional development activities or organizations related to Social Work practice and education
- ◆ Incorporation of feedback from students and other forms of teaching evaluations
- ◆ Engagement with the community
- ◆ Participation in advising students
- ◆ Engaging students in a continuous process of clarification and evaluation including assisting students in identifying and assessing alternatives and consequences of decisions

## **Research, Scholarship, and Creative Activities**

Faculty teaching in the Social Work Department are expected to engage in activities that systematically advance the teaching, research, and practice of social work through rigorous inquiry that (1) is significant to the profession, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, or documented.

### **Essential Criteria**

- ◆ Dissemination of scholarly work through submission of manuscripts to professional journals
- ◆ Presentations at professional conferences
- ◆ Clearly stated research agenda and area of focus

### **Advanced Criteria**

- ◆ Peer-reviewed publications of research, theory, or philosophical essays
- ◆ Peer-reviewed/invited professional presentations of research, theory or philosophical essays
- ◆ Peer reviewer of professional conference proposals
- ◆ Peer reviewer of manuscripts and book chapters
- ◆ Funded and submitted grants (external, university, college)
- ◆ Activities related to the faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice patterns)
- ◆ Development of significant projects (accreditation documents, curriculum proposals)
- ◆ Successful application of technology to teaching
- ◆ Developing education media
- ◆ Recipient of the student Provost Research Award
- ◆ Service as a major professor for student Departmental Honors projects
- ◆ Serve on thesis and dissertation committees
- ◆ Designing new courses
- ◆ Consultation with and/or providing technical assistance to organizations and agencies in the community
- ◆ Editor of a journal

## **Service**

### **Essential Criteria**

- ◆ Regularly participates in department and college meetings
- ◆ Regular serves on committees at the department, college, and university levels

### **Advanced Criteria**

- ◆ Contributes as an officer, board member, committee member or member, in state, regional, national, or international professional organizations.
- ◆ Serves as Chair or coordinator of conventions or professional meeting sessions at state or national level.
- ◆ Serves as Chair of Department, School, College and/or University committees.

- ◆ Non peer reviewed invited lectures (non-scientific) for outside groups. (e.g. community groups)
- ◆ Public service participation (radio talks, television appearances, etc.)
- ◆ Serves in a special capacity for the department on projects or initiatives
- ◆ Contributes as an officer or board member in community organizations.

## 6. **Evaluation for Adjunct Professors**

The Department Head will evaluate adjunct faculty teaching at the end of each semester. During the evaluation, adjunct faculty will provide the department with student work that demonstrates evidence of the following:

- ◆ Competence in designing, implementing and evaluating innovative classroom, laboratory, clinical, and other teaching/learning activities through the development of courses and/or curriculum
- ◆ Competence in designing and implementing methods to assess student learning that reflect program goals and course objectives
- ◆ Concise, coherent syllabi in keeping with Council on Social Work Education accreditation guidelines (provide syllabi)
- ◆ Use of multiple evaluation measures for determining students' academic performance
- ◆ Clear communication of course objectives, policies, and grading criteria
- ◆ Student work that demonstrates evidence of course accreditation standards

## 7. **Curriculum Development**

The Social Work Department's Curriculum Committee consists of all full-time faculty members, with the Department Head assigning a faculty member to serve as Chair. All curriculum proposals should meet the guidelines set by the University Curriculum Committee. The Curriculum Committee will review proposals during a regularly scheduled faculty meeting. Once approved by the department committee, and a vote recorded, the proposal will be signed by the Department Head. Assuming the abstract receives a favorable review, the sponsor will submit the proposal to the College Curriculum Committee for further review. Upon approval, the sponsor will make any suggested revisions. The paper work will then advance to the Dean of the College of Health, Education and Applied Studies and then the Provost for review and signature. In turn the University's Curriculum Committee will consider the proposal. Pending that committee's decision, the proposal will be forwarded to the Faculty Senate for approval.

## 8. **New Faculty Appointments**

It is the duty of the Department Head to consult with the departmental faculty when it comes to hiring additional faculty. According to the *Faculty Handbook* (p. 19) "the departmental faculty, as group and individually, must have full opportunity to help determine the kind of person needed, the search procedure to be followed, the basic pool of candidates, the persons to be selected for interview, and the final choice. At each of these stages, final responsibility rests with the Department Head." Typically, the Department Head will assign selected members of the departmental faculty to serve on a search committee. This committee will then be given the responsibility to write and submit advertisements for the new position, to screen applicants, and to suggest preferred candidates.



**9. Travel Authorizations**

Faculty who must travel outside the state for professional reasons must complete a Travel Authorization Request (TAR) Form prior to the trip. Faculty are to work closely with the department administrative assistant to process all conference and travel requests. Without a completed TAR, traveling faculty may find themselves absent without leave, uninsured, and without the possibility of financial compensation from the University.

**NOTE: The department head will consider the needs of the department and the needs and interests of faculty when allocating departmental funds for travel. Faculty are encouraged to access other resources (i.e. Faculty Development grants, their own research grants) to fund their travel.**

**10. Retention of Student Work**

Social Work faculty are expected to retain student work for upcoming accreditation site visits. Two or three examples of every project, exercise, etc. must be retained. The work must be accompanied by a grading rubric and related evaluation materials. Selections should be of high quality and representative of the student body

**11. Library Requests**

Once a year the library representative for Social Work submits to the University Library a list of books and videos that the department wishes to add to the library's collection. That list is typically submitted in December. Faculty are encouraged to contribute to this list, provided that the proposed acquisitions do not duplicate existing holdings.

**12. Advisory Board**

In 2005, the Social Work Department formed a professional Community Advisory Board Committee. The purpose of the Advisory Board is to give guidance to faculty and administration on the direction of the social work department and contributes to accreditation self-analysis. Professional social workers, related professionals, and other community members can serve on the advisory board. The Community Advisory Board meets annually in the spring. Additional meetings may be called when needed.

## Appendix A

### Dossier Preparation Guidelines

*NOTE: The PTR Committee reserves the right to request additional information.*

#### Cover Page

- Name of candidate and table of contents (all pages should be numbered)

#### Forms

- Candidate Summary Statement (three pages maximum)  
Statement should present a summary of contributions in teaching, scholarly activity, and service, advising, etc.

#### Current Curriculum Vitae

#### Teaching Philosophy

### Section I: Teaching and Advising

1. Narrative of Academic Activities
2. List of Courses taught
3. *Evidence of the following areas:*
  1. Competence in designing, implementing and evaluating innovative classroom, laboratory, clinical, and other teaching/learning activities through the development of courses and/or curriculum
  2. Competence in designing and implementing methods to assess student learning that reflect program goals and course objectives
  3. Concise, coherent syllabi in keeping with CSWE accreditation guidelines (provide syllabi examples from most recent time course was taught)
  4. Use of multiple evaluation measures for determining students' academic performance (provide examples such as exams, rubrics, etc.)
  5. Clear communication of course objectives, policies, and grading criteria
  6. Participation in advising students as assigned by Department Head
  7. Acting as a resource regarding academic services and assistance available on campus; recognizing and referring at-risk students
  8. Providing accurate information on academic policies and procedures, especially those related to the Social Work Program

*Advanced Performance Criteria: these criteria should only be used by the committee in evaluating faculty who are seeking promotion.*

#### **Evidence of the following areas:**

1. Consistent performance in making original and innovative contributions in curriculum development and evaluation through course content and supportive materials that are current and evidenced-based (course outlines, examinations, handouts, assignments)
2. Supervision of student generated research projects and/or creative activities outside the traditional classroom setting
3. High quality instructional performance (e.g. awards for teaching excellence; peer evaluations of instructional skills, syllabi, examinations and other instructional materials for assigned courses; student evaluations; teaching portfolio; testimonials from current or former students; performance of students with regard to any appropriate outcomes measurement)

4. Participation in professional development activities or organizations related to Social Work practice and education
5. Incorporation of feedback from students and other forms of teaching evaluations (include results from university teaching evaluations from the last five years; may also include summary from internal department course evaluations)
6. Engagement with the community
7. Participation in advising students
8. Engaging students in a continuous process of clarification and evaluation including assisting students in identifying and assessing alternatives and consequences of decisions

## **SECTION II: Research, Scholarship, and Creative Activities**

### **Narrative of Research, Scholarship, and Creative Activities**

#### **Evidence of the following areas:**

1. Dissemination of scholarly work through submission of manuscripts to professional journals
2. Presentations at professional conferences
3. Clearly stated research agenda and area of focus

*Advanced Performance Criteria: these criteria should only be used by the committee in evaluating faculty who are seeking promotion.*

#### **Evidence of the following areas:**

1. Peer-reviewed publications of research, theory, or philosophical essays
2. Peer-reviewed/invited professional presentations of research, theory or philosophical essays
3. Peer reviewer of professional conference proposals
4. Peer reviewer of manuscripts and book chapters
5. Funded and submitted grants (external, university, college)
6. Activities related to the faculty member's area of expertise (e.g., consultation, technical assistance, policy analysis, program evaluation, development of practice patterns)
7. Development of significant projects (accreditation documents, curriculum proposals)
8. Successful application of technology to teaching (use of PPT, use of Blackboard, etc.)
9. Developing education media
10. Recipient student Provost research award
11. Service as a major professor for student Departmental Honors projects
12. Serve on thesis and dissertation committees
13. Designing new courses
14. Consultation with and/or providing technical assistance to organizations and agencies in the community
15. Editor of a journal

## **SECTION III: Service**

### **Narrative of Service Activities**

#### **Evidence of the following areas:**

1. Regularly participates in department and college meetings

2. Regular serves on committees at the department, college, and university levels

*Advanced Performance Criteria: these criteria should only be used by the committee in evaluating faculty who are seeking promotion.*

**Evidence of the following areas:**

1. Contributes as an officer, board member, committee member or member, in state, regional, national, or international professional organizations.
2. Serves as Chair or coordinator of conventions or professional meeting sessions at state or national level.
3. Serves as Chair of Department, School, College and/or University committees.
4. Non peer reviewed invited lectures (non-scientific) for outside groups (e.g. community groups).
5. Public service participation (radio talks, television appearances, etc.).
6. Serves in a special capacity for the department on projects or initiatives.

## Appendix B

### Types of Documentation for Research and Scholarly Activity

*NOTE: This list should not be considered an exhaustive one, nor should each of these items be considered of equal value. Other scholarly and creative activities may be submitted for consideration.*

- Sole, first or co-author of a book or other publication related to discipline and having a recognizable or credible publisher
- Author or principal investigator of a federal, regional, state, local or private foundation grant
- First author or co-author of a journal article within the discipline of the applicant
- First author or co-author of a published article in non-refereed national journal
- Author or co-author of an article in a national magazine
- Editor and contributor to a book of readings or a book with sections written by multiple authors (does not include materials compiled as course packs)
- Author or co-author a chapter in a book
- Written book reviews published in association newsletters, journals, bulletins, or regional newspapers
- Author of tests or other professional products related to the discipline
- An article in regional magazine or newspaper
- First or co-author of article in state or regional academic journal
- Authoring research and grant proposals.
- Refereed, peer-reviewed electronic materials
- Invited/contributed papers or book chapters
- Commissions or consultative jobs
- Agency-supported reports and evaluations
- Patents
- Outside support for research and creative activity, especially through peer-reviewed proposals
- Editor of a national or international journal
- Serve on an editorial board of a national journal
- Serve as editor of state journal
- Research, advisory or review panels for professional organizations
- Preparation and presentation of scholarly consultative reports, evaluations, including accreditation documentation (for outside agencies, clients and peer groups)
- Presentation of invited papers at state conference or association meetings
- Presentation at a national or regional academic convention or conference
- Serve as a referee for papers at a national conference or convention
- Refereed, peer-reviewed invited/contributed presentations/performances
- Poster sessions
- Production of deliverable systems and materials

## Appendix C

### External Reviewer Waiver

Date:

To Prospective Reviewers:

As part of the review process for continuing promotion and tenure, I recognize that letters of evaluation will be requested by my Department Head. For your information, the following represents my choice regarding the waiver of my rights to see those letters.

I waive the right to see letters of evaluation requested in the review process.

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Signed by Faculty Member

I do not waive the right to see the letters of evaluation requested in the review process.

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Signed by Faculty Member