

School of Social Work

Stephen F. Austin State University

Policy Revisions: Policy and Procedure for Awarding Promotion, Tenure, and Merit

This policy and procedure for awarding promotion, tenure, and merit pay to faculty is established in accordance with Stephen F. Austin State University policy E-20A. The policy and procedure contained herein has been reviewed by the School faculty.

Each faculty member is expected to perform the basic duties proscribed for a faculty member at SFASU in accordance with University Policy (Reference University Policies A-18, A-19, A-21, and A-31). In addition to these University expectations, the School of Social Work has established the following policy and procedure for evaluating faculty members for promotion, tenure, and merit.

Responsibility of Faculty Member

It is the responsibility of any faculty member to provide the School Director and the appropriate Program Director with all information and supportive documentation that would assist the appropriate review committee, Program Director, School Director, and Administration in the review of any application for promotion, tenure, and/or merit pay. Each faculty member is responsible for providing appropriate documentation to support his/her request for promotion, tenure, and/or merit.

The MSW is considered the terminal degree for social work by the faculty of the School of Social Work. Faculty with a Masters of Social Work as a terminal degree cannot be measured against individuals with masters in many other disciplines. The MSW has a rigorous curriculum which includes internships that provide hands on experiences. The MSW must also have two years practice experience prior to filling an academic position.

The MSW brings to the School current practice experience, knowledge, and skills that may not be obtained at the doctoral level. Since sound, value based and ethical practice is critical to social workers, this is a contribution that the master's level faculty member brings to the School.

Departmental Standards for Review

Teaching

Stephen F. Austin State University is a regional institution where the instruction of students is considered the primary mission. Within this context, the teaching of students at both the graduate and undergraduate levels is generally the primary duty of the faculty in the School of Social Work. Successful teaching of professional Social Work courses consists of effective instructional methods, delivery of relevant content within the curriculum structure, and scholarship to maintain current content. Relevancy of content is determined by School and Program curriculum goals and objectives as they relate to policies and accreditation standards of the Council of Social Work Education.

The factors that may be considered in evaluation of the faculty member's teaching include, but are not limited to: 1) student evaluations of the faculty member's classroom teaching conducted in accordance with University and School policy, 2) class materials such as syllabi, graded and ungraded assignments, and materials presented in class, 3) direct observation of the faculty member by his/her peers, 4) periodic review of teaching by the Program Director and/or School Director. This information will be evaluated by the appropriate faculty review committee, the Director of the appropriate program, and the School Director. Faculty members who have information regarding either the strengths or weaknesses of a faculty member's teaching performance should make that information available to the appropriate Program Director so that it may be included as part of the evaluation process.

The satisfactory performance of student advising responsibilities is considered part of the faculty member's teaching responsibility. Determination of satisfactory advising is based on quantity and quality considerations. Advisors are expected to be available to assigned advisees. In addition, satisfactory advising consists of making a low percentage of errors/mistakes in the preparation of degree plans, course schedules, and other significant advising documents. Information relating to performance of this aspect of teaching should be submitted when making application for promotion, tenure and/or merit.

Scholarship

The purpose of scholarly activity by the faculty should be to enhance the knowledge base of Social Work, to enhance the knowledge base of Social Work education, and/or to enhance teaching within the School. Scholarly activity by a faculty member may be demonstrated by publications in professional books and journals, through presentation at professional meetings and externally funded grants.

Scholarly work that is published in professional books or journals will be given greater weight in evaluation performance than professional presentations. Presentations such as papers, research findings, and workshop delivered at professional meetings will be also considered as scholarly activity. Similarly, presentations that have been refereed or that have undergone peer review will be the only type of presentation considered scholarly activity. Non-reviewed presentations will be considered professional service.

Scholarly activity by a faculty member will be evaluated based on the following criteria, listed in the order of their importance. Scholarly activity by the faculty member will be based on scholarly and/or creativity activities (i.e. Publications, Research Projects, Grants, and Presentation at professional meetings related to social work.)

Based on the foregoing criteria, scholarly activity will be further evaluated based on the following considerations, listed in the order of their importance:

Scholarly activity by a faculty member will be evaluated based on the following criteria, listed in categories which are weighted in order of importance. Category I publications are those generally recognized as having strong merit. Category II include other kinds of scholarly activity which are recognized as meritorious and important. Category III includes presentations, which the School also recognizes as important but not in the same category as publication.

PUBLICATIONS

Category I: This category is limited to print and electronic peer reviewed publications, including but not limited to:

- Books/author
- Books/editor
- Book Chapters
- Journal Editor
- Journal articles in referred journals
- Articles in journals overseen by members of the social work profession

It is the responsibility of the faculty member to provide evidence that the work is a peer reviewed publication. The only exception being articles published in a peer reviewed professional journal. Any published works that are not accompanied by such evidence will be counted in Category II.

Category II: This category includes print and electronic non-peer reviewed publications, including but not limited to:

- Publications in Conference Proceedings
- Professional Monographs
- Book Reviews
- Field Manuals
- Self-Study Documents

Category III: This category includes print and electronic works not addressed by Categories I & II and presentations, including but not limited to:

- BPD and NASW Newsletters
- School Newsletters
- Recruiting Materials

PRESENTATIONS

- Presentations at International Conferences
- Presentations at National Conferences
- Presentations at State Conferences
- Presentations at Local Conferences
- Agency Trainings and Workshops
- Conference Planning
- Reviewing Abstracts for Presentations
- Moderating Sessions

Service

University Service

Faculty members are expected to contribute service to the University, the College, the School and to the profession of Social Work. Faculty service will be evaluated as either University Service or Professional Service. University Service will include service activities related to the University, the College of Liberal and Applied Arts, and the School of Social Work.

University Service involves participation in the process of University governance through participation on various committees at the University, College, School, and Program levels. Faculty members in the School of Social Work are expected to be active contributors to committees to which they belong.

Some faculty may serve on committees that require more commitment and involvement than others. Faculty members who serve as a chair or an officer of a committee should receive additional credit for service than those who serve as members. Additionally, faculty members who serve on committees that are very active should receive additional credit for service. For the purpose of definition, very active committees are considered to be committees that meet at least once per month during the academic year.

University Service also includes contributions to other areas of service such as: student recruitment, involvement in strategic planning, program development and evaluation, obtaining funding, and other activities that are valued by the University, College, and School.

Another area of University Service that may be included for evaluation is sponsorship of Social Work student activities and organizations. Sponsorship of student activities and organizations outside of Social Work may be submitted for University Service, but will be weighted less than that for work with Social Work students and organizations.

Professional Service

Faculty members in the School of Social Work are encouraged to hold memberships in relevant professional organizations (e.g. National Association of Social Workers, Council on Social Work Education), professional licensure, and to be active in these organizations.

Faculty members are expected to provide professional service to the Social Work profession and to the Social Welfare community. Such service may consist of holding office in a professional organization, consultation or research with community agencies, and the provision of education to the professional community.

Community Service

Faculty members in the School of Social Work are expected to contribute to the well being of the community and to maintain connections with practice skills through community service. Community service may include, but is not limited to, such activities as representing the School

and University in local agencies and/or community projects; providing leadership on social service agency boards; developing service learning projects with community agencies; organizing conferences, workshops, and programs for community education; participating in disaster relief efforts; and serving on agency committees, task forces, and work groups.

The School of Social Work, because of the nature of our profession, highly values service to the community at all levels: international, national, state and local levels. The School places a high value on activity on boards such as Baccalaureate Program Directors; CSWE boards or committee memberships, or serving as a site visitor; NASW offices and committees, and other national professional boards and caucuses. The School also highly values service to the School of Social Work in activities including committee work, curriculum development, and organization advisement. University committee membership is also considered excellent faculty service.

The School is currently actively involved in retention and recruitment efforts; recruiting and retention activities will be included under service and are highly valued by faculty within the School.

Service activities include (but are not limited to) the following:

National Boards and Consortia	CSWE Site Visitor
Elected Offices (such as CSWE and NASW)	School Committee/Member
National Committees (such as CSWE and NASW)	School Committee/Chair
State Committees (such as NASW committees)	Teaching at off-campus sites
Obtaining and Advising Grants	
Local Community Board Memberships	
University Committees (Chair or Member)	
Collaborative Projects with other university departments	
Collaborative Partnerships with community agencies	
Search Committees for Other departments	
Search Committees for the School	

Collegiality

In the School of Social Work at Stephen F. Austin State University the ability of faculty members to work together as a team to reach common goals is a source of strength for the School and is highly valued. The ability of individual faculty members to work with and relate to other members of the School is an important factor in departmental operation and governance. Faculty members are also expected to demonstrate collegiality within the context of the university, profession, and community. Examples of collegial activities include, but are not limited to:

- A willingness to share syllabi and class materials with other faculty members,
- Offering constructive criticism of courses (either current or those in preparation)
- Providing guest lectures
- Providing feedback about advising, instructional strategies, or evaluative methods or styles

- Demonstrating flexibility and understanding in how courses are assigned to faculty
- Promoting teaching excellence in the School as a whole
- Participating in jointly-authored presentations or publications
- Providing informed and constructive feedback on the scholarship of other faculty
- Offering suggestions about sources of information or opportunities for presentations, publications, and grants
- Serving as a member of various committees
- Participating in Program, School, College, or University sponsored recruitment activities, student orientations, special events, or graduation functions
- Engaging in other activities that promote excellence in teaching, scholarship, and service within and on behalf of the School

Recruitment and Retention Activities

Faculty participation in recruiting and retention activities which support the mission of the university and the School is recognized as a critical piece of faculty responsibility.

Faculty Performance Areas

It is expected that in evaluating faculty members for promotion, tenure, and merit that faculty committees, the Program Director, and the Director will review performance in the following areas:

BSW and MSW Programs

Teaching, Program/Grant Administration
Field Instruction or other
Assigned Responsibilities
Service
Scholarship
Collegiality
Recruitment and Retention Activities

CRITERIA FOR ACADEMIC PROMOTION

Departmental review of a faculty member for promotion is conducted in accordance with University Policy E-3A. In order to be eligible for promotion, the faculty member must have held his/her current rank for the minimum amount of time specified by University Policy E-3A. Academic promotion is considered separately from the decision regarding tenure.

Decisions on academic promotion are made on the basis of faculty performance since the most recent promotion. Thus, information that has been previously been submitted to support

previous promotions should not be considered in evaluation of current applications for promotion.

Promotion to Professor

Individuals promoted to the rank of Professor should be teachers whose effectiveness is “generally recognized, whose contributions to knowledge are substantial and recognized beyond the confines of the local campus to be of high quality, and a citizen whose professional contributions to the academic and general communities are significant.” (Policy E-3A). At the School level, this indicates a person who demonstrates:

1. Recent scholarly activity (last five years) through publication of a scholarly book(s), publication of articles in refereed journals of national or international reputation, and/or presentations at significant national professional meetings of Social Work organizations.
2. Demonstrated effective teaching.
3. Significant professional and University service. Active membership and/or chairing major University Committees, holding national or state office in a major professional Social Work organization, and active membership and/or chairing major national or state committees of professional Social Work organizations are examples of significant service.
4. Demonstrated leadership among Social Work faculty.
5. Collegiality within the University (Program, School, College and University) and at the local regional, state, national, and international levels (profession and community).

Promotion to Associate Professor

“An individual promoted to the rank of Associate Professor should have a proven record of effective teaching, scholarly activity, and professional contributions to the academic and general communities.” (Policy E-3A). At the School level this indicates a person who demonstrates:

1. Recent scholarly activity (last five years) through publication of a scholarly book(s), publication of articles in refereed Social Work journals and/or presentations at significant state, regional, or national meetings of professional Social Work organizations.
2. Demonstrated effective teaching.
3. A strong record of professional and University service. Active membership and/or chairing major University Committees, holding office in a regional or state professional Social Work organization, and active membership and/or chairing regional or state committees of professional Social Work organizations are examples of strong professional service.
4. Demonstrated leadership among Social Work faculty.
5. Collegiality within the University (Program, School, College and University) and at the local regional, and state levels (profession and community).

Promotion to Assistant Professor

“An individual promoted to the rank of Assistant Professor should have demonstrated capabilities to be an effective university teacher; a productive scholar, and a contributing member of the academic and general communities.” (Policy E-3A). At the School level this indicates a person who demonstrates:

1. Evidence of potential for continued scholarly activity through publication of scholarly work such as articles in refereed Social Work journals, and/or presentations at state, regional or national meetings of professional Social Work organizations.
2. Demonstrated potential for effective teaching.
3. A potential for professional and University service.
4. Potential for working collegially with Social Work Faculty.
5. Collegiality within the University (Program, School, College and University) and at the local level (profession and community).

Promotion from Lecturer to Instructor

“An individual promoted to the rank of Instructor should have demonstrated capabilities to be an effective university teacher; a productive scholar, and a contributing member of the academic and general communities.” (Policy E-3A). At the School level this indicates a person who:

1. Demonstrates evidence of effective teaching
2. Demonstrates effective student advising
3. Represents University in local agencies and/or community projects and service
4. Participates in local, regional, state, and national conferences and workshops through attendance and/or presentations
5. Participates in faculty governance, committee structure, and CSWE accreditation activities
6. Demonstrates leadership among faculty
7. Demonstrates collegiality
8. Participates in scholarship through research, publications, and/or other scholarly activities

CRITERIA FOR AWARDING TENURE

Generally, the tenure and promotion process should be linked for faculty who have served the full probationary period. Tenure is awarded to faculty members in accordance with University Policies E-50A and E-51A. Prior to the award of tenure, faculty are appointed on a probationary basis. During the probationary period faculty are required to submit a portfolio for review during the first and third year (see the section below titled *Procedure for the Review of Faculty Promotion, Tenure, and/or Merit* for details). Portfolios and applications for tenure must be submitted in accordance with the time frames specified in University Policies E-50A and E-51A. The employment of faculty members who do not receive tenure may not be extended beyond the seventh year of employment with SFASU. In order to be considered for tenure a faculty member

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must demonstrate evidence of effective teaching, scholarly activity, university and professional service, and collegiality as defined above.

CRITERIA FOR AWARD OF MERIT PAY

Merit pay awards for non-tenure track faculty (e.g. Lecturers and Instructors) may be made on the basis of exceptional performance in the following areas:

1. Demonstrated evidence of effective teaching
2. Demonstrated effective student advising
3. Representing University in local agencies and/or community projects and service
4. Participation in local, regional, state, and national conferences and workshops through attendance and/or presentations
5. Participation in faculty governance, committee structure, and CSWE accreditation activities
6. Demonstrated leadership among faculty
7. Demonstrated collegiality
8. Participation in scholarship through research, publications, and/or other scholarly activities

Exceptional performance in teaching, scholarship, or service may be the basis for an award of merit pay. Tenure track faculty members who demonstrate exceptional performance in two of these categories should receive a higher ranking for the award of merit pay than faculty in a single category. Similarly, faculty members who demonstrate exceptional performance in all three of these categories should receive the highest ranking for the award of merit pay.

PROCEDURE FOR THE REVIEW OF FACULTY PROMOTION, TENURE, AND/OR MERIT

The School Director and the appropriate Program Director will communicate deadlines for the submission of applications for promotion, tenure, and merit to the faculty, as soon as such deadlines are known. A faculty member may apply or be nominated for merit, tenure, and/or promotion. It is the responsibility of the faculty member to provide relevant information for the review process. The materials submitted for review must include copies of the faculty member's Annual Reports on Teaching, Scholarly Activities, and Service, and Annual Faculty Evaluations with attachments documenting achievements since the last related action. For example, all Annual Reports and Faculty Evaluations since the last promotion should be included for a faculty member seeking promotion.

University Policy requires that probationary faculty members' pre-tenure review performance be reviewed by tenured departmental faculty. As previously noted, pre-tenure reviews occur during the first and third year of the probationary period. A detailed description of the process follows.

First Year Review (Reappointment)

Tenure-track faculty members in their first year of service at SFA are evaluated by their departments in the spring semester. Each first-year faculty member must prepare a portfolio consisting of teaching evaluations and a research agenda. The portfolio is due to the chair by the date set by the School. The process of first-year evaluation includes:

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- A review by tenured departmental faculty, who will forward recommendations to the department chair.
- A department chair evaluation and recommendations for reappointment per University policy E-50A (II)(B). Recommendations for reappointment will include plans for remedying any areas of concern, if necessary. Chairs will meet with each first-year faculty member and share the results of the departmental review, at which time the faculty member shall have an opportunity to respond, in writing, to the findings of the department.

Third Year Review

Tenure-track faculty members in their third year of service at SFA are evaluated by their departments and follow the same procedures and calendar of deadlines that apply to candidates for tenure and/or promotion. Each third-year faculty member should follow the guidelines in University Policy E3-A (III) C for portfolio preparation. The process of third-year evaluation includes:

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- A review by tenured departmental faculty, who will forward recommendations to the department chair.
- A department chair evaluation and recommendation.
- Review by the Dean.
- Review by the Provost.
- Feedback in writing to the faculty member under review from each review level that highlights strengths and weaknesses (with recommendations for addressing weaknesses); establishing of a professional development plan if necessary; and opportunity for the faculty member to respond in writing at each level of review.

Separate committees will be constituted for each level of promotion, for tenure, and for pay review. Committee members for tenure review must be tenured. Committee members who review applications for promotion must possess a faculty rank equivalent to or higher than the rank which is being sought.

Promotion, tenure, and merit review committees will complete their work in a timely fashion and report their recommendation to the appropriate Program Director. The School Director will review the application and make a recommendation to the Dean of the College of Liberal and Applied Arts. The application will then be reviewed at the College level through a procedure established by the Dean of the College.

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