

School of Social Work

University of Missouri-Kansas City

Criteria for Promotion and Tenure

(Note: the following criteria are not meant to supersede any University of Missouri Curators' rules)

The mission of the School of Social Work is carried out by faculty activity in the areas of teaching, research/scholarship, as well as school, university, and community service. Faculty members meet all the ethical and professional standards of the social work profession and demonstrate their collaboration with other faculty, university colleagues, professional peer practitioners, and members of the community.

A decision to recommend tenure for a fellow faculty member in the School of Social Work is based on the conclusive assessment, conducted by faculty at the rank of tenured associate professor or professor, that the candidate has demonstrated an ability to be respected as a scholar and colleague. This designation presumes the colleague's ability to communicate ideas in the classroom, to utilize their skills in service to the school, university, profession, and community. They are responsible to document their influence on the profession of social work through scholarly contributions.

The colleague granted promotion to associate professor or above and receiving tenure must have the ability to work collaboratively in areas of teaching, research/scholarship, and service and to adhere to the professional standards and ethics of the social work profession. The successful candidate for tenure must document that they have met all of the following non-exhaustive criteria listed in the sections below.

General Criteria

Faculty promotion and tenure includes evaluation of teaching, research/scholarship, and service. In each area, performance is assessed by the quality and relevance of contributions. The faculty member's record must demonstrate a specific and identifiable area of expertise and competence encompassed by the social work profession. The increased development of this area of expertise implies movement and achievement of national tenure. The faculty member's performance in the three areas should demonstrate integration, and relatedness of teaching, research/scholarship, and service activities in the social work and social welfare.

Teaching

Excellence in teaching occurs when the faculty member is able to: 1. engage students in their own learning, 2. create learning opportunities that stimulate students to be creative and curious in their learning experience, 3. design student learning experiences that incorporate current knowledge and skills as well as professional values and ethics, 4. evaluate the progressive learning and development of students, and 5. achieve recognition of the highest standard of teaching from the students and peers.

Teaching is directly associated with academic course instruction. It may also be demonstrated in other activities such as clinical instruction, student field internship supervision, models of instructional education in course development or refinement, and student academic and professional advising.

Criteria for Teaching Quality

The faculty member will be evaluated in accordance with the following criteria based on the courses taught, and independent studies offered to students. Field liaison and student advising are defined as teaching activities.

1. Demonstrates ability to engage students in the exchange of ideas.
2. Demonstrates application of instruction appropriate for the diversity of student learning styles.
3. Demonstrates collaboration in the areas of curriculum development, coordination of curriculum components, and effective evaluation of student performance.

4. Demonstrates interest and ability to optimize student/instruction relations in the student advising and mentoring process.
5. Demonstrates efforts and accomplishments in utilizing creative instructional styles including technical innovations when appropriate.
6. Demonstrates teaching activity performance in an ethical and professional manner.

Materials Submitted to Document Teaching Relevance and Quality

The chart below provides suggestions to the candidate about information that may be submitted in the promotion and tenure review packet.

Teaching Activities and Documentation

Areas of teaching Achievement	Examples of Documentation
Develops and/or upgrades courses, curriculum material	Course syllabi and original course related materials relate to objectives, content, methods, & evaluation and submission of related sample materials
Engage students in exchange of ideas	Systematic student and/or faculty teaching evaluations, recommendation letters, teaching/mentoring awards
Applies creative instructional approaches as appropriate for student diversity	Systematic student and/or faculty teaching evaluations, recommendation letters, teaching/mentoring awards
Advise, mentors, or coaches students including development of learning adaptation materials and demonstrates accessibility to students	Letters of written documentation, products demonstrating engagement with students for special assignments or learning needs
Liaisons or coordinates for-credit student field placements and related activities	Faculty liaisons evaluations by field agencies, student assessments, or other recognition of performance and/or documentation of academic field credit opportunities

Scholarship and Research

Scholarly and research activities are the results of a multi-stage process wherein the faculty member's contribution may be undertaken as an independent or collaborative activity.

Research and scholarly activity is a process of the design, conduct, and integration dissemination of professionally relevant information and knowledge. Funded research is primarily a peer judgment about a plan for information and knowledge acquisition, henceforth; it is not considered the only indicator of scholarship or research achievement. Priority will be given to peer-reviewed work and the documented significance and impact of the scholarship and research.

Criteria for scholarly and research activity:

1. Demonstrates consistent level of scholarly effort through peer review publication over the course of the pre-tenure and tenure periods. (Examples of consistent effort might be reflected by a 4 significant scholarly and research activities in 5 years, or fewer scholarly and research activities which make major contributions to the field.)
2. Demonstrates development of grants, contracts and other externally funded efforts.
3. Demonstrates recognition of scholarly contributions from professional and academic groups.
4. Demonstrates professional and academic expertise in a single or multiple area of social work.
5. Demonstrates ethical behavior and collaborative values in scholarly and research activities.

Materials Submitted to Document Quality and Relevance of Scholarly and Research Activities

The chart below provides suggestions to the candidate about information that may be submitted in the promotion and tenure review packet. Research currently under review should be submitted and the stage of the review process documented.

Scholarly and Research Documentation

Examples of Achievement	Examples of Documentation
Publishes papers (e.g. journal articles, books, chapters in texts, literature reviews, internet documents, technical reports, case studies, monographs, conference proceedings and other work accepted for publication)	Copy of work required and a narrative on the peer review process for both completed publication and accepted publication.
Presents papers at professional and academic meetings	Copies of professional content delivered and its prior review or invitation of presentation
Serves as reviewer for professional journals or other peer reviewed publications	Letters from journals or publishers
Serves as editor of refereed journals or other professional publication collection	Journal or other relevant publication source
Develops funded grants or contracts which support research activities	Copies of funding application, correspondence related to review process and/or financial support recommendation, notification of initial and renewed funding
Produces creative projects, including educational projects	Submission of copies and/or description of product

It is required that the candidate submit the ranking and acceptance rate, if available, of each refereed journal in which their work has been published or has been accepted for publication.

Service

As a professional, social workers are expected to offer service as multiple levels of professional activity. For promotion and tenure consideration the service to be documented may range from local community to international activity. Service within academe is also offered at the multiple organizational levels from the program/department level to institution-wide service.

The service contribution component of a candidate's application will be evaluated in relation to the extent the service contributes to the academe and the community. The specific focus of either activity category will be assessed on the candidate's contribution within the scope of work undertaken.

Criteria for Service

1. Demonstrates a consistent record of time, talent, and leadership of the School and University
2. Achieves colleague/peer recognition as competent in the conduct of service activities
3. Demonstrates a record of professional service as contributing efforts consistent with the professional code of ethics

4. Demonstrates a record of professional affiliation demonstrating the commitment and skills appropriate to the roles and functions assumed.

Materials Submitted to Document Service Activities

The chart below provides suggestions to the candidate about information that may be submitted in the promotion and tenure review packet.

Service Documentation

Examples of Achievement	Examples of Documentation
Serves on School and University committee	Letters or files representing involvement
Chair a School or University committee	Letters or files representing involvement
Volunteers effort for special assignment	Letters or files representing involvement
Contributes to evaluation, self-studies, and/or prepares accreditation and renewal activities	Reports, evaluation results or other documents or documentation of participation and contribution
Recruits and/or contributes student participatory involvement	Letters or other documentation
Mentors colleagues	Letter or other documentation
Undertakes pursuit of funds for special service areas	Copies of applications or funding solicitation materials
Performs leadership functions through special assignments and duties undertaken	Documentation that provides a description of activity and the evaluation of performance competencies
Provides leadership in professional community context through service in elected leadership, committee/boards, or special task groups	Letters or other documentation
Dispenses professional expert knowledge in lectures, special programs or in-service training	Announcements, brochures, instructional materials and related performance evaluation

Conclusion

The candidate should consider this document as a guide for the selection and presentation of information relevant to the documentation of achievement for promotion and tenure. The portfolio documents the candidate’s unique contributions in each of the three-major areas. The exact format for submitting the materials should be clarified by the candidate and conform to the standards of clarity, succinctness, and manageability of material during multiple levels of review. 1