

Social Work Policy on Tenured and Tenure-Track Engagement

School of Social Work University of Missouri Kansas City Policy on Academic Engagement For Full-time Tenured and Tenure-Track Faculty

Faculty in the School of Social Work are dedicated to excellence in the profession of Social Work and the academic areas of teaching, scholarship, and service. Faculty also give priority to community engagement and professional participation as related to the school's accreditation through the Council on Social Work Education (CSWE). Our combined focus of professional service and scholarship is essential. As a professional training program, recognition of and accommodation to these mutually reinforcing components of the school/department are essential. All must be factored into our workload policy describing faculty accomplishments that are to be achieved and sustained.

The workload tracks specified below provide flexibility in assigning teaching loads to faculty based on research productivity. For each of the tracks, a set of qualifying criteria are listed. Assignment to a track is made by the department chair. By the Last day of February of each calendar year a Faculty Promotion and Tenure Committee consisting of 75% or more of the total tenure track faculty will submit recommendations to the department chair using the criteria listed in this document. Any adjustments to Tenure Track assignments will take effect in the Academic Year following the review.

If a faculty member wishes to request assignment to a workload track on the basis of alternative criteria, that track assignment must be requested at least two months in advance of the next academic year and must be approved by both the department chair and dean. We expect these kinds of requests to be rare and/or fit a special circumstance that is temporary in nature and consistent with College or University guidelines.

The following considerations apply to the School of Social Work:

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, and 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. Student advising loads will be distributed equally across all Faculty.
5. Demonstrates efforts and accomplishments in utilizing instructional styles appropriate to the content being delivered; including technical innovations involving online and blended courses and social work simulations, when appropriate.
6. Demonstrates basic proficiency with University sponsored course management software.
7. 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 peer review of teaching, recommendation letters, teaching/mentoring awards
Applies creative instructional approaches as appropriate for student diversity	Systematic student, peer review of syllabi and course assignments, , recommendation letters, teaching/mentoring awards
Advises, 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

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<p>Incorporates appropriate instructional approach that provide students with learning opportunities to achieve the Council on Social Work Education's 10 – core competencies.</p> <ol style="list-style-type: none"> 1. Professional Identification, 2. Ethical Practice, 3. Critical Thinking, 4. Engaging Diversity and Difference, 5. Advancing Human Rights/Social and Economic Justice, 6. Engage in Research informed practice and practice informed research, 7. Apply knowledge of human behavior and the social environment, 8. Engage in policy practice, 9. Respond to contexts that shape practice, 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. 	<p>Providing syllabi illustrating compliance with CSWE competencies appropriate to specific course content area.</p> <p>Providing examples of assignments and learning activities that promote competence in the 10 core competencies.</p>
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Research/Scholarly Activity:

In the context of a graduate social work program, faculty members are expected to engage in research and professional scholarship that contributes valuable new knowledge to our field. The workload tracks specified below provide flexibility in assigning teaching loads to faculty based on research productivity. For each of the tracks, a set of qualifying criteria are listed. Assignment to track is made by the department chair, based on the criteria listed. If a faculty member wishes to request assignment to a workload track on the basis of alternative criteria, that track assignment must be requested at least two months in advance of the next academic year and must be approved by both the department chair and dean. We expect these kinds of requests to be rare and/or fit a special circumstance that is temporary in nature.

Tracks Available to Tenured and Tenure Track Faculty in Social Work

Track I (40% teaching 2/2 load), 40% research, 20% service)

This track will be assigned to faculty who meet either criteria # 1 or #2 in this section:

1. ***Faculty hired at Assistant Professor on tenure track appointment in their first three years at UMKC.***

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This track's teaching load must provide adequate time to develop courses, initiate a research program, begin to engage with the community, and start the integration of professional activities into their teaching, research and service. During this period, longer if appropriate, the faculty member will be assigned a tenured faculty mentor. The mentor may be tenured social work faculty on track I-III, this formal assignment will be credited as departmental service for each year in such a role.

2. *Faculty who excel at scholarly and creative activities*

Maintain an ongoing program of research scholarship annually as demonstrated by:

A. Publication of an article in a peer-reviewed journal important to the social work profession, **OR** Publication of a Chapter in an edited academic book **OR** creation of substantial creative works that serve the interest of the mission of social work determined by the faculty committee to be substantially beyond the expectation of the typical service, as described elsewhere in this document.

AND

B. Presentation of work at national or international meetings important to Social Work education and professional practice

AND

Meet the Teaching and Service expectation of the Department

Track II (50% teaching (3/2), 30% research, 20% service)

Faculty members on this track must maintain an ongoing program of research scholarship annually as demonstrated by:

A. Publication of an article in a peer-reviewed journal important to the social work profession, **OR** Publication of a Chapter in an edited academic book **OR** creation of substantial creative works that serve the interest of the mission of social work determined by the faculty committee to be substantially beyond the expectation of the typical service, as described elsewhere in this document.

OR

B. Presentation of work at regional, national or international meetings important to Social Work education and professional practice

AND

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C. Meet the Teaching and Service expectation of the Department

Track III (60% teaching (3/3 load), 20% research, 20% service)

Faculty assigned to this track would primarily be engaged in teaching the profession of social work and community engagement, including research participation. Thus, their effort would be mostly focused on teaching and the community engagement-teaching interface. These faculty would, however, be expected to engage in scholarly activities at a level commensurate with maintaining currency in the social work discipline consistent with the heavier teaching requirements of this track.

Faculty members on this track must also maintain an ongoing program of research scholarship over the previous three years as demonstrated by:

A. Publication of an article in a peer-reviewed journal important to the social work profession, **OR** Publication of a Chapter in an edited academic book **OR** creation of substantial creative works that serve the interest of the mission of social work determined by the faculty committee to be substantially beyond the expectation of the typical service, as described elsewhere in this document.

AND

B. Presentation of work at local, regional, national or international meetings important to Social Work education and professional practice

AND

C. Meet the Teaching and Service expectation of the Department

Service:

In the context of a graduate social work program, it is imperative that full-time faculty members maintain a level of community engagement and professional practice commensurate with expectations of the profession. Engagement in local, regional, national and international professional service activities is to be continuously balanced with service to the Social Work department and other units of UMKC or the UM System.

Demonstrated a commitment to community engagement and service, including but not limited to:

- University Service
 - Department service and committees including
 - Mentoring Junior tenure-track faculty
 - College of Arts & Sciences Service and committees

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- UMKC or UMSystem Level Service and committees
- Service to the Social Work profession
 - Editorial review board membership for a national scholarly journal
 - Track Chairs for Council on Social Work Education or Society for Social Work and Research conference proceedings
 - Other professional service at a national or international level (e.g.; advisory boards, National Association of Social Workers Committees or elected positions, Commissions)
- Formal recognition of service at a national or international level
- Service to community boards of directors, coalitions, neighborhood groups, or community organizations

Service Activities and Documentation

Areas of service Achievement	Examples of Documentation
University service	Provides documentation of engagement in university committees; e.g., meeting minutes, letters from committee chairs or other evidence of engagement.
Service to the Social Work Profession	Provides documentation of engagement with organization serving the social work profession; e.g., serving on CSWE/NASW/SSWR (or similar Social Welfare related organizations) committees, commissions, or advisory boards. Conference/proceedings programs or newsletters outlining faculty member's contributions.
Formal recognition of service at a state, national or international level	Letters of recognition from governmental organizations, awards for service, etc.
Community Service	Documentation of service to state and local social service provider organization; e.g., letters of appointment to boards or advisory committees; other kinds of communications from directors of social services organizations. Other kinds of documentation highlighting the faculty members service to organizations and communities; e.g. news reports, statements from community leaders, etc. Evidence of faculty technical assistance to community organizations in writing grants or contracts, policy proposal, program evaluation and analysis, program development, etc.

Course Reductions for Administrative Roles

Faculty assigned to this track when performing duties as the Department Chair, MSW Program Director, or Director of Field Education and will be engaged in programmatic support and development of the Department Mission. These faculty are expected to maintain currency in the social work discipline consistent with the heavier administrative and service requirements of this track. This track is not available to faculty pre-tenure.

Individuals who complete 3 years or more of chair duties will be returned to the same workload Track as when they became chairs. In order to reengage a research and scholarship agenda following an extended period of administrative engagement, faculty who complete six or more years of will be eligible of assignment to a Track I level of engagement for 2 years following the end of their administrative assignment. (These guidelines will also apply to faculty who take administrative roles at the College, University or System level)

1. Department Chair
 - a. The Department Chair workload is assigned by the Dean of the College of Arts and Sciences, 1/1 course load per year teaching assignment is recommended. Because of the 50% administrative workload requirement of the Council on Social Work Education for Master of Social Work Program Directors, Deans should consider this when evaluating Department Chairs. The Department recommends that faculty member do not hold concurrent appointment as Department Chair and MSW Program Director.
2. Master of Social Work Program Director
 - a. Master of Social Work Programs accredited by the Council on Social Work Education require a named Program Director with 50% of their workload assigned to the Program Director Role. Tenure Track Faculty, when assigned to the Program Director role but are not the Department Chair will be assigned 50% Administrative (includes service), with the remaining 50% Teaching and Research obligation being decided on an individual basis, in consultation with the Department chair and all Social Work faculty.
3. Bachelor of Social Work Program Director
 - a. Bachelor of Social Work Programs accredited by the Council on Social Work Education require a named Program Director with 25% of their workload assigned to the Program Director Role. Tenure Track Faculty, when assigned to the Program Director role but are not the Department Chair will be assigned 25% Administrative, with the remaining 75% Teaching and Research obligation being decided on an ad hoc basis, in consultation with the Department chair and all Social Work faculty.
4. Director of Field Education MSW
 - a. Master of Social Work Programs accredited by the Council on Social Work

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Education require a named Director of Field Education with 50% or more of their workload devoted to the Field Education office. Faculty appointed as Field Education Directors will have a 50% Administrative appointment, with the remaining 50% Teaching and Research obligation being decided on an individual basis, in consultation with the Department chair and all Social Work faculty.

5. Director of Field Education BSW

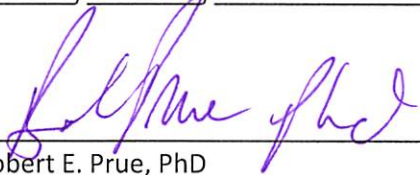
- a. Bachelor of Social Work Programs accredited by the Council on Social Work Education require a named Director of Field Education with 25% or more of their workload devoted to the Field Education office. Faculty appointed as Field Education Directors will have a 25% Administrative appointment, 40% Teaching, and 35% Research obligation. (The ratio of administrative may be higher depending on the enrollment in the BSW program).

Faculty Governance of Workload

A committee of the Tenured and Tenure Track Faculty will submit recommendations, based on these recommendations, a recommendation of satisfactory or unsatisfactory in each of the areas of Scholarship, Teaching, and Service, to the Department Chair not later than February 28th of each year.

This Workload policy was reviewed and approved by the Tenured and Tenure Track Faculty of the University of Missouri – Kansas City, College of Arts & Sciences, and Department of School of Social Work on:

5 / 9 / 2018



Robert E. Prue, PhD
Associate Professor
Chair of Social Work