

## **GUIDELINES FOR REAPPOINTMENT, TENURE AND PROMOTION**

### **SCHOOL OF SOCIAL WORK - UNIVERSITY OF MAINE**

[Approved by the Faculty of the School of Social Work, May 4, 1994 with editorial revisions, September 14, 1995 and June 29, 2005]

#### **OVERVIEW**

The purpose of this document is to provide guidelines for the reappointment, tenure and promotion procedures and decisions in the School of Social Work. This document is designed to reflect the distinctive requirements of social work education and the mission of the School of Social Work.

The mission of the University of Maine School of Social Work is to improve the quality of life for all persons by promoting excellence in social work practice. The faculty view the domain of social work as the promotion of social justice, celebration of diversity, elimination of oppression, and promotion of human achievement, all of which are essential characteristics of a society in which individuals and groups can exercise their rights to grow and realize their potential to its fullest.

In order to be recommended for reappointment, promotion and tenure, faculty must demonstrate a commitment to the mission of the School and adherence to both the National Association of Social Work (NASW) Code of Ethics and the Council on Social Work Education (CSWE) standards for social work education (page 4 provides specifics). School citizenship (defined on page four) is essential for the recommendation of reappointment, tenure and/or promotion.

#### **REAPPOINTMENT, TENURE AND PROMOTION**

Each faculty member is judged individually. Evaluation will be based on academic commitment to teaching, research, and service to relevant communities and to professional execution of assigned duties. The evaluation and assessment of faculty should document achievements and identify areas in which applicants need to improve performance. This should facilitate timely progress toward tenure and promotion and contribute to strengthening the quality of the social work program. Because of the varied workload assignments and the individual differences of faculty, not every faculty member is expected to demonstrate equal output in all three areas of teaching, scholarship, and service, but all applicants must meet the School's expectations in each area. Yearly evaluation will also take into consideration special projects such as administrative duties, grant writing completed and submitted, funded research, and other activities not necessarily undertaken by all faculty in the School.

The specific categories of duties associated with teaching, scholarship and service are listed below.

## **TEACHING**

The School views teaching as a process by which students are empowered to be active seekers, critics and users of knowledge and enabled to develop requisite skills and knowledge in preparation for professional social work practice. Therefore teaching includes formal preparation and conduct of courses with particular attention to CSWE standards and curriculum sequencing, advising, maintaining faculty expertise, collaborating with other faculty in teaching and curricular concerns and issues, working with students and supervisors in the field and meeting the individual learning needs of students in a flexible but challenging manner.

Requirements for teaching include demonstrated respect for and commitment to the individual learning needs of students, preparation of syllabi which are consistent with program objectives and with CSWE standards, continued updating of courses to incorporate new knowledge, attendance and adequate preparation in all courses, availability to students, creation and implementation of classroom and home assignments which promote student accomplishment of the course objectives, responsible handling of field assignments, timely return of assignments and sequencing of course material with all other aspects of the curriculum.

Teaching competencies are listed below. These competencies are to be evaluated by reviewing applicant's self evaluation, student evaluations, peer and colleague evaluations, review of course syllabi in assigned courses, and review of other relevant documents as appropriate. Teaching faculty should be held to these competencies but they should be applied differentially to reappointments as contrasted to tenure and promotion to associate or full professor. New faculty at the assistant professor level in their first and second reappointments are consolidating their teaching skills and mastery of content. The criteria should be applied less rigorously to such faculty and applied more rigorously to those seeking tenure or promotion to associate or full professor.

### **Knowledge and command of subject matter**

- Command of subject matter and literature in assigned teaching areas
- Ability to communicate knowledge in meaningful ways
- Teaching course content congruent with School mission and curriculum requirements
- Teaching course content congruent with CSWE standards as reflected in course syllabi
- Clarity and completeness of course syllabi
- Fair and meaningful assignments as reflected in course syllabi
- Consideration of sequenced curriculum and horizontal course relationships
- Collaboration with other faculty in planning sequenced courses
- Classroom performance
- Use of appropriate teaching strategies
- Openness to student opinions
- Provision of challenges to enhance student learning

- Development of critical thinking
- Sensitivity to student feedback

### **Advising**

- Sensitivity to student needs
- Advising students so that they can pursue the most meaningful social work education within the structure of the curriculum and assisting students in planning career goals

### **Independent Study**

- Willingness to accept students for independent study within an area of expertise and within time limitations

### **Other**

- Preparation of reports and training grants as required or assigned

### **Field Liaison** (applies only to faculty assigned to this activity)

- Conduct meaningful field seminars
- Conduct efficacious and regular field visits, with careful attention to the evaluation process
- Field supervisor training and support as needed

## **SERVICE**

The faculty of the School of Social Work defines service as making one's expertise, scholarship, and knowledge available to others within the School, College, or University; the social welfare community; and the community at large. School service includes citizenship (defined as collaborative work with other School faculty, sharing of responsibility necessary for the maintenance of School operations, continued participation in curriculum review and revision, and adherence to the NASW code of ethics and CSWE standards), attendance at and participation in faculty meetings, and service on one or more School committees. Faculty are also expected to participate in selected service commitments within one's area of expertise to one or more projects within or outside the School. Service to the community specifically addresses making one's scholarship and expertise available to others. Community includes the local, regional, state, national or international community.

**Service to the School** (should be applied with increasing rigor with each year following initial appointment in terms of quality and quantity)

- Continued participation in curriculum review and revision
- Serving on School committees
- Taking leadership roles in School functions including administrative duties or positions
- Representing the School in various arenas
- Collegiality, i.e., cooperation and collaboration with other faculty and following through on commitments made to the School or to the faculty
- Service to the School may also include fund raising in the form of contracts, grant activity, negotiations

**Service to the College and University** (may include the following):

- Membership on College or University committees or other bodies
- Collaboration with faculty in other units: through team teaching, collaborative service projects, interdisciplinary research, grant activities or other scholarly or development activities

**Service to the Social Work Profession** (may include the following):

- Site team visits for CSWE
- Service on NASW and/or CSWE committees, commissions, boards, task forces
- Holding office or other significant participation in professional organizations

**Service to the Local, State, National, and International Community** (may include the following):

- Organizational membership on advisory or policy-making boards of voluntary associations or social welfare organizations, committees, task forces, etc., or consultation to these bodies
- Service on Commissions investigating social welfare issues or provision of expert testimony to legislative, executive or judicial bodies

## **SCHOLARSHIP**

Scholarship is viewed by the faculty as the foundation for building and teaching social work and developing and disseminating knowledge. All faculty are expected to engage in scholarship in a variety of ways. It is expected that all faculty will share research findings and knowledge in public forums including publication and presentation.

In order to be considered for tenure, faculty must demonstrate that their scholarship has been scrutinized and valued by social work educators and academic professionals in relevant fields of study. This acknowledgement may be in the form of publication of work in refereed journals, presentation of papers at juried conferences, invited publications and presentations, acquisition of grant funds for original and collaborative work, and other work that involves developing or disseminating knowledge and that is deemed scholarly by the School faculty. While there is no minimum for the number of scholarly works that faculty must have completed, it is expected that faculty will be engaged in scholarly activity on an ongoing basis, with research in process at all times.

**Conducting and publishing or disseminating results of individual research and development of knowledge of academic importance** (may include the following):

- Individual publication in refereed journals and other refereed publications
- Invited publications
- Other scholarly papers: self study documents, position papers, reports for governmental or private departments and agencies, evaluation of practice documents, monographs, chapters in books, books, materials designed for public education, written testimony, software programs
- Journal and manuscript review
- Work in progress
- Collaborative publication in refereed journals and other refereed publications
- Dissemination of knowledge at conferences and other professional forums

**DIFFERENTIATION AMONG REAPPOINTMENT, TENURE & PROMOTION**

**Recommendations for Reappointment**

In order to be recommended for reappointment by the Peer Committee, faculty must meet the criteria outlined below for assistant professors in each area of teaching, scholarship and service. Reappointments should be evaluated on the basis of progress toward formulating a research agenda in the first year, developing research projects in the second year and developing knowledge that can be disseminated in the third year. The Peer Committee will solicit appropriate information from faculty, other colleagues, field instructors, students, and relevant documents in order to make an informed recommendation.

**Recommendations for Tenure**

In order to be recommended for tenure by the School Peer Committee, faculty must meet the criteria outlined below in each area of teaching, scholarship and service. The Peer Committee will solicit appropriate information from faculty, other colleagues, field

instructors, students, and relevant documents in order to make an informed recommendation.

### **Promotion to Associate or Full Professor**

In order to be recommended for Associate or Full Professor by the School Peer Committee, faculty must meet the criteria outlined below in each area of teaching, scholarship and service. The Peer Committee will solicit appropriate information from faculty, other colleagues, field instructors, students, and relevant documents in order to make an informed recommendation.

### **Reappointment of Assistant Professors is based on the following criteria:**

1. Involvement in School citizenship and participation in the development and maintenance of School policies, procedures, and curriculum review and revision;
2. a record of scholarly activity, including publication in refereed journals and production of other scholarly products which make a contribution to social work practice;
3. recognition by students and faculty for development of appropriate teaching skills in a field of expertise;
4. planning research projects and conducting research to improve social work knowledge and/or practice; and
5. engagement in service activity.

### **Promotion to Associate Professor is based on the following criteria:**

1. Excellence in School citizenship and significant participation in the development and maintenance of School policies, procedures, and curriculum review and revision;
2. a substantial record of scholarly activity, including publication in refereed journals and production of other scholarly products which make a significant contribution to social work practice;
3. recognition by students and faculty for excellence in teaching in at least one field of expertise;
4. continued participation in research to improve social work knowledge and/or practice; and

5. significant engagement in service activity.

**Promotion to Professor is based on the following criteria:**

1. Leadership in the School with significant contribution to promoting collaborative relationships between the School and other university and/or community organizations concerned with social welfare issues;
2. a national and/or international reputation for scholarship in a domain of concern relevant to social work and social welfare and a substantial record of scholarly activity, including publication in refereed journals and production of other scholarly products which make a significant contribution to social work practice;
3. recognition by students and faculty for excellence in teaching in a field of expertise;
4. engagement in research aimed at improving social work knowledge and practice; and
5. ongoing service in a field of expertise.

**APPOINTMENT AND COMPOSITION OF THE PEER COMMITTEE**

The Peer Committee is elected by the tenure-line faculty and consists of at least three tenure-line members in the School of Social Work and one outside member. Peer Committee members of the School of Social Work will select the outside member. The Director of the School does not sit on the Peer Committee but attends meetings of the Peer Committee as an observer.