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# Social Work: Appointment, Promotion, and Tenure Documentation

The College at Brockport

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**APT POLICY**  
**DEPARTMENT OF SOCIAL WORK**

**Revised 9/28/00**

## **INTRODUCTION**

This document is to be used to govern APT decisions by the Department of Social Work. It reflects the college-wide standards and policies. In addition to this document, all relevant requirements, process, time lines, and standards issued by the College will be used in making personnel decisions. However, this document also reflects the interpretation of such documents by the Department and an adaptation of such documents in a manner that interprets standards within the context of our profession.

Faculty applicants for promotion, reappointment, continuing appointment, sabbatical leave, or a discretionary salary increase should submit application materials that reflect a creative blending of teaching effectiveness, scholarship, and service. Each area of review should meet relevant standards of achievement. Each should be able to meet the expectations of the Department. A significant deficiency in achievement in any *single* area of review will be considered problematic to the approval of an application. In fact, each of these areas of responsibility is mutually dependent. Applicants who request any personnel review in the Department should demonstrate this integration of performance in all three areas.

All accomplishments must be documented when applying for a personnel matter in a way that those charged with evaluating performance may arrive at a decision based on fairness and the application of the standards described in this document. This documentation will be subject to a rigorous departmental review. The applicant's materials will also be subjected to an external review at the College after completing the departmental process.

The Department's expectations for faculty performance at rank are described in the "Promotion" section of this document.

## **TEACHING EFFECTIVENESS**

Teaching encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn. Effective teaching and learning are dependent on faculty utilizing a variety of teaching techniques and designing and revising curriculum to produce student learning outcomes. Sustained service and scholarship are essential to quality teaching. Teaching may require involvement in the professional development process of attending workshops and conferences and other efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching-related activities of independent study, field supervision, mentoring of students, and student involvement in research and/or social action.

## **SCHOLARSHIP**

Scholarly productivity traditionally has been the role of social work practitioners in developing knowledge that will benefit the delivery of direct and indirect service to their clients. The social work educator has played a unique role in producing, refining, interpreting, and communicating knowledge in a manner that present and future practitioners may improve effectiveness within the client's social context and in order to improve social functioning. The Department is committed to the faculty's production of scholarship. Faculty must demonstrate continued successful scholarship to support recommendations for reappointment, continuing appointment, and promotion.

Definition of Scholarly Productivity:

Scholarship includes publication, presentations, innovative accomplishments, and other accomplishments which both contribute to the profession's body of knowledge and communicate such knowledge in an effective manner. Included in this definition of scholarship is the discovery, integration or application of knowledge.

Examples of scholarship include but are not limited to:

Publication – publication of books, commissioned studies or reports, book chapters, articles, monographs, and book or other reviews.

Presentations – presentation of papers and workshops at professional conferences, meetings, and other forums in which such presentations reflect scholarly ability and accomplishment.

Innovative Accomplishments – social activism displaying a firm foundation in scholarship and requiring a unique use of knowledge, skill, and values; the development of new and creative educational or community service resources which clearly reflect scholarship; other efforts in academia or society that result in demonstrable social change and exhibit significant scholarship. These must include materials which clearly reflect the communication of these innovative accomplishments to the professional community.

Other Accomplishments – grants, significant and on-going research, etc.

Scholarship accepted for publication or presentation in an outlet using an anonymous review procedure (refereed journal article, book submitted for blind review by editor, etc) shall be considered to meet the evaluation criteria for scholarship. Other works will be assessed using an internal and external peer-review process.

## **SERVICE**

Since the social work profession views service as a crucial foundation to its identity, the Department sees department, school, college, university, professional, and community service as something which both motivates our scholarship and contributes to effective teaching. Faculty must demonstrate continued successful service to support recommendations for reappointment, continuing appointment, and promotion.

Definition of Service:

Service encompasses governance of the department, the school, the college, the university, or the profession, as well as social work-based or college mission oriented contributions to the community that are not included in scholarship. Examples of governance include, but are not limited to:

Department – department meetings and committees, advisement, registration, Saturday Information Sessions and peer review.

School – grade appeals, Dean’s committees

College – Faculty Senate, College-wide committees, College-wide student organizations

University – University Faculty Senate, SUNY Ad Hoc Committees, UUP Activities

Profession – leadership and other service in professional organizations at local, state, national or international levels which benefit the profession and its mission.

Community – work related to faculty member’s area of expertise or to the mission of the College. This includes involvement in social activism and grassroots community and professional organizations.

Service contributions will be assessed based upon an internal review of the candidate’s record and supportive documentation.

## **PROMOTION**

### PROMOTION TO RANK OF ASSISTANT PROFESSOR - TEACHING

At this level, the faculty member is expected to provide documentation of teaching materials that addresses the multiple aspects of the instructor’s role. This includes demonstration of knowledge of the social work profession; skills of pedagogy, including clear and precise communication and methods of instruction; and interest in the educational achievement of students.

Documentation must include course syllabi and materials. Reviewers of these materials will look for demonstration of the use of contemporary sources and good correlation of content method, student interest and need, and relationship to the academic standards of the institution.

Statement of Teaching Philosophy and Focus must also be included. This statement should address the candidate’s educational values and goals. The statement should also include self-evaluation of successes in teaching, efforts to improve teaching generally or in a particular course, assessment and achievement of student learning outcomes, and general and specific course effectiveness. This section must also include:

- List courses taught, including contact hours and the number of students enrolled in each.

- Include other pertinent information directly related to teaching.
- Student Evaluation - is one aspect of teaching evaluation. Documentation must include Summary table of IAS ratings on the four core items for all courses taught during the period under review. Additionally, it will be expected to include one or more of the following:
  - Written comments and/or personal assessment of ratings on other items.
  - Instructor-developed feedback.
  - Department-solicited letters of support about teaching.
- Student Outcomes and Accomplishments - Are a reflection of one aspect of instructor's effectiveness. Documentation must include:
  - Table of grade distributions for each course/section including personal interpretation of distributions in light of teaching philosophy.
  - Student accomplishments, e.g., conference presentations, published papers, awards, student-faculty research projects, community/field involvement.
- Improvement of Teaching - An ongoing and individualized process for every teacher. Documentation should include one or more of the following:
  - Professional development as a teacher (workshops, conferences, etc.)
  - Efforts to remain current in the field
  - New application of technology to teaching
  - Revision of course instructional approach.
- Teaching-Related Activity Beyond the Classroom - should include one or more of the following:
  - Independent study
  - Mentoring of students
  - Student involvement in scholarship, publication, presentations, and/or community involvement (social activism) resulting from student-faculty collaboration
  - Service to student organization and/or advisory committees.
- Peer Evaluation - must include review of a representative sample of instructional materials. The process may include one or more of the following:
  - Review of course syllabi, assignments, and examinations
  - Observation or videotape review
  - Appropriate integration of technology
  - Contributions to curriculum and course development or revision
  - Interviews of current students and/or alumni
  - Awards or recognition related to teaching.

PROMOTION TO RANK OF ASSOCIATE PROFESSOR - TEACHING

The candidate must demonstrate growth and continued teaching excellence. Teaching excellence must extend beyond that demonstrated at the rank of Assistant Professor. For this purpose, in addition to that required above, documentation must include evidence of achievement in all of the following areas, but are not limited to:

- providing active mentoring of a new faculty member
- revising courses to assure a continuous state of development and use of extensive and current resources
- providing team or course leadership
- participating successfully in the college-wide instructional programs
- providing whole-class student evaluations of teaching effectiveness in a variety of courses over a reasonable period of time since appointment or promotion to the rank of Assistant Professor
- confirming teaching excellence by, e.g., peer review of class or videotape
- demonstrating consistent, successful involvement with independent studies, research projects, and/or final major student work.

#### PROMOTION TO RANK OF PROFESSOR - TEACHING

The candidate must demonstrate growth and continued teaching excellence. Teaching excellence and commitment must extend beyond that demonstrated at the rank of Associate Professor. For this purpose, in addition to the above, the documentation must include or more additional items from the following areas but are not limited to:

- demonstrating that the courses taught are in a continuous state of development and provide students with extensive resources;
- confirming teaching excellence by colleagues who are directly familiar with the person's work;
- evidence of a major contribution to the department or college-wide instructional program; and/or
- external assessment or reviews of student and graduate accomplishments that have a direct link to the faculty member.

#### PROMOTION TO RANK OF ASSISTANT PROFESSOR - SERVICE

At the Assistant Professor level, the faculty member's expected role is that of active participant on departmental committees. Initial involvement in Department, School, College, University, community, and/or professional service begins at this level. The faculty member should serve on at least one departmental committee and effectively participate and/or take a leadership/administrative role in at least two other departmental, college, university, community or professional activities. Participation may be documented by several types of evaluation including, but not limited to: letters from chairs of committees, task forces, or boards of directors citing specific contributions; letters from colleagues citing the significance and scope of contributions; and letters from community organizations/agencies citing the faculty member's roles and contributions.

## PROMOTION TO RANK OF ASSOCIATE PROFESSOR - SERVICE

The candidate must demonstrate excellence on a continuous basis in the area of service during the period of tenure as Assistant Professor. The level and impact of service should have expanded significantly in at least one arena, i.e., department, school, college, university, community or profession. Community-based service must have direct relevance to the candidate's area of disciplinary expertise.

The candidate should prepare a summary of service activities including specific responsibilities and leadership roles assumed. For promotion to Associate Professor, demonstration of service contributions must include one or more of the following:

- Administrative and/or leadership roles in departmental, School, College, University, community and/or professional committees
- Participation in service activities beyond the department.

The *quality* of the candidate's participation and leadership may be documented through several types of evaluation, such as: peer review; letters from committee/organization chairs citing specific contributions to the work of the committee or organization; and/or substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives. The department APT Committee may also request that the candidate provide names of references so that the Committee may solicit evaluations of the significance and scope of the candidate's service contributions.

Further documentation of the candidate's *level* of service performance may include such materials as: description of the activity and the candidate's specific role in it; a quantitative summary of the time period of the activity (number of meetings, amount of time required for participation); copies of materials produced by the activity with specification of the applicant's role in their preparation; and documentation of outcomes that may have resulted from the candidate's performance.

## PROMOTION TO THE RANK OF PROFESSOR - SERVICE

Applicants for promotion to the rank of Professor will be expected to perform at a level significantly greater than what is expected to achieve the rank of Associate Professor. Not only has the person consistently played a constructive role in departmental meetings, committees, academic advisement and college-wide faculty governance since the last promotion, he/she is now an acknowledged leader in the Department, the College and the profession. This may be demonstrated by providing the following evidence:

Increased complexity in administrative duties or leadership roles (i.e., the person has chaired a variety of committees both inside and outside the department);

The excellence of his/her contributions to the committees/organizations/agencies is testified to by colleagues and can be illustrated in tangible ways; and

The work/product of the committees is exemplary and significant to the profession, College, organization, or larger community.

#### PROMOTION TO THE RANK OF ASSISTANT PROFESSOR - SCHOLARSHIP

An Assistant Professor is expected to be an active and productive scholar. The expectation is that this scholarship results in products reflecting a dedication both to developing knowledge as well as communicating this knowledge in a manner that may result in improved academic or practice performance or social change. It is also expected that this scholarship must indicate the ability to produce future scholarship in a manner conducive to relevant evaluation.

The quality of publications and other scholarly products must be documented by evaluations from reviewers, peers, or others recognized as scholars in their profession or discipline. The expectation is that an Assistant professor will be able and willing to continue successfully to engage scholarly productivity.

#### PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR - SCHOLARSHIP

The applicant must demonstrate excellent scholarly activity on a continuous basis during the period of appointment as an Assistant Professor. The scholarly activity must reflect both a depth and scope of productivity fitting with appointment to a senior faculty rank. The scholarly accomplishments must include publication in forums whose quality is recognized as significant by peers, reviewers, and other scholars in Social Work education and practice. Documentation of such recognition is required. These publications or other scholarly products should be of regional, national, or international importance. It is also required that the applicant's past scholarship and present or projected activities will result in significant scholarly accomplishments.

It is the Department's normative expectation that for promotion to Associate Professor, the candidate should have 6 articles in published juried professional journals, plus 5 other products from the following:

<b>Activities</b>
1. Book – related to discipline
2. Edited Book – related to discipline
3. Article in national/international journal
4. Monograph on a subject of one's discipline
5. Editorial review of a textbook for a publishing company for subsequent edition
6. Authorship of a funded grant
7. Article in a regional, state, or local journal
8. Chapter in a published book – related to discipline

9. Review: Book, software, media, published in a journal
10. Presentation/Performance at national, international, regional, state, or local professional meetings (credit for original presentation only)
11. Published presentation/performance
12. Editorial review of a manuscript for a publishing company (paid or unpaid)
13. Editorial review of a journal article for an academic journal
14. Consultation involving written exit report
15. A professional recommendation to a governmental agency or general population newspaper on a subject of one's expertise
16. Instructor's manual (published)
17. Article – popular magazine
18. Respondent, critic, or discussant on a panel: Involving documentation of the discussants critique of the papers presented on the panel
19. Development and publication of media or software materials such as audiotapes, videotapes, teaching, materials, etc., (published)
20. Unfunded research grants
21. Departmental research
22. Editor of local, state, or national newsletter
23. Other

#### PROMOTION TO THE RANK OF PROFESSOR - SCHOLARSHIP

Applicants for promotion to the Rank of Professor will be expected to perform at a level significantly greater than that expected of an Associate Professor. This high-level of productivity must be sustained over a multi-year period of time. The applicant must demonstrate through products and documentation that a reputation as a leader in the profession and Social Work education has been achieved. This may be demonstrated by providing the following evidence:

The submission for consideration of a significant number of publications which reflect excellent quality

Presentations which were both invited and of a demonstrably high quality.

Scholarly accomplishments of a similar or different nature that clearly demonstrate a national or international reputation deserving promotion to the highest academic rank.

It is the Department's normative expectation that for promotion to Professor, the candidate should have 8 articles in published juried professional journals, plus 10 other products from the following:

<b>Activities</b>
1. Book – related to discipline
2. Edited Book – related to discipline
3. Article in national/international journal
4. Monograph on a subject of one's discipline

5. Editorial review of a textbook for a publishing company for subsequent edition
6. Authorship of a funded grant
7. Article in a regional, state, or local journal
8. Chapter in a published book – related to discipline
9. Review: Book, software, media, published in a journal
10. Presentation/Performance at national, international, regional, state, or local professional meetings (credit for original presentation only)
11. Published presentation/performance
12. Editorial review of a manuscript for a publishing company (paid or unpaid)
13. Editorial review of a journal article for an academic journal
14. Consultation involving written exit report
15. A professional recommendation to a governmental agency or general population newspaper on a subject of one's expertise
16. Instructor's manual (published)
17. Article – popular magazine
18. Respondent, critic, or discussant on a panel: Involving documentation of the discussants critique of the papers presented on the panel
19. Development and publication of media or software materials such as audiotapes, videotapes, teaching, materials, etc., (published)
20. Unfunded research grants
21. Departmental research
22. Editor of local, state, or national newsletter
23. Other

**CONTRACT RENEWAL AND CONTINUING APPOINTMENT**

The policy and procedures adopted by the College will apply to faculty seeking a term contract renewal or a continuing appointment. The standards addressed for various academic ranks addressed elsewhere in this document will be applied for the purpose of recommending further contracts. In addition, applicants will be expected to include in their application materials a detailed description of how their further appointment will contribute to accomplishing both the mission of the Department and the College.

Faculty with qualified rank and/or a temporary appointment will be expected to perform in the same manner as tenure-track faculty.

**SABBATICAL LEAVE**

The policy and procedures adopted by the College will apply to faculty seeking a sabbatical leave.

**DISCRETIONARY SALARY INCREASE**

Faculty are eligible for a DSI if their performance in all areas is at least appropriate for their rank and performance in one or more of these areas is exceptional, or if their performance in at least one area is extra-ordinary. DSIs will be considered for applicants nominated for

performance in teaching, scholarship, or service based on an assessment of both the quality and quantity of their contributions. Faculty requesting consideration for a DSI should present appropriate evidence in each of the three areas, with an expectation that teaching effectiveness be documented to be in the very good to excellent range.

To be eligible for a DSI based on service, the applicant should document not only performance at rank but also a contribution to the Department, School, College, University, Profession, and community. Involvement in committees, task forces, boards of directors, or other service activities should be clearly connected to specific outcomes (not necessarily products) which could be documented by peers, students, or community members.

To be eligible for a DSI based on scholarship, the applicant should be able to document not only a performance at rank but also products and/or scholarly activities that demonstrate extraordinary effort and accomplishment in this area of performance. This area of accomplishment should be documented by evaluations or reviews by others.

To be eligible for a DSI based on teaching effectiveness, the applicant should be able to document not only performance at rank but also a level of teaching beyond that normally expected. This should be documented by both students' and colleagues' evaluations.

Professional staff members without academic rank will be expected to submit materials for a DSI consideration that reflect exemplary accomplishments in their area of job definition. These should be documented with relevant evaluations.