

**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**STANDARDS FOR TENURE & PROMOTION**

Currently, and in the future, the Department of Social Work adopts the WKU CHHS Faculty Handbook's standards, policies, procedures, and guidelines for faculty issues related to tenure, promotion, and continuance. The purpose of this document is provide additional clarity for faculty seeking tenure and promotion within the Department of Social Work.

**Introduction**

The quality and success of the Department of Social Work depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the department head, program director, and senior faculty mentor tenure-track faculty with regard to expectations for tenure and promotion. The two programs contained within the Department of Social Work, the BSW and MSW, are dedicated to teaching, research, service, and the application of knowledge. Both programs require that faculty have a high degree of involvement with students in terms of teaching load, internships, research, and advising.

These expectations demand that faculty strike the proper balance of teaching, research, and service. The purpose of this document is to provide an overview of those expectations. The guidelines for tenure and promotion are based on the Faculty Handbook; however, this document provides additional clarity for faculty seeking tenure and promotion within the department.

Expectations for tenure and promotion within a university are often discussed within the context of research, teaching, and service. Many in the academy have called for a broader definition of scholarship. Glassick, Huber, and Maeroff (1997) discuss this broader definition in their book: Scholarship Assessed: Evaluation of the Professoriate. Glassick et al. re-

conceptualize teaching, research, and service as “the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching” (p. 9). This paradigm allows teaching and service to be valued and rewarded. It also allows individual faculty to develop career paths, within departmental guidelines, that will highlight individual talents and interests. The goal of this tenure and promotion document is to honor WKU’s commitment to teaching first and foremost, while at the same time providing an appropriate balance of research and service. The faculty in the Department of Social Work can best serve students, the university, and the community by valuing Glassick’s broad definition of scholarship.

### **STANDARDS OF SCHOLARLY WORK**

Given that the Department of Social Work adopts the WKU CHHS Faculty Handbook’s standards, policies, procedures, and guidelines for faculty issues related to tenure, promotion, and continuance and this document is based on the University Faculty Handbook, the Department of Social Work follows the established criteria for:

- Clinical Faculty Ranks (non-tenure-eligible)
- Research Faculty Member (non-tenure-eligible)
- Instructor Ranks (non-tenure-eligible)
- Traditional Faculty Ranks (tenure-eligible)
- Pedagogical Ranks (tenure-eligible)

In addition to the standards, policies, procedures, and guidelines for scholarly work established by WKU and the CHHS, the Department of Social Work adopts the following. Please note that all three categories apply to the Traditional Faculty Ranks; however, only the categories of Teaching and Service apply to Instructor Ranks.

## Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The CHHS Faculty Handbook has a list of examples that meet the criteria for teaching. Other social work specific evidence of teaching effectiveness may include but is not limited to the following:

- A. Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students;
- B. Professional responsibility and judgment in the supervision of students and in collaboration with other professionals;
- C. Adherence to legal, ethical, and professional practice standards, per the *NASW Code of Ethics*;
- D. Demonstration of current professional competence, such as licensure, certification, and/or documentation of ongoing professional development;
- E. Demonstration of effective pedagogical assessment procedures, such as tests, clearly delineated grading practices, practice evaluations, etc.;
- F. Professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.;
- G. Effective utilization of technology and distance learning within the classroom, including the virtual classroom.
- H. Demonstration of effective teaching as measured by the "Social Work

Departmental Teaching Evaluation Tool” (See Appendix A).

### **Research**

Research is a critical expectation of tenure track faculty within the Department of Social Work. Despite the expectation of journal article publications, research scholarship is broader in scope than publications in journals.

Evidence in this area must include:

- A. Publication of manuscripts in peer reviewed journals;

Evidence in this area may include, but is not limited to the following:

- A. Development of a workshop based on qualitative and/or quantitative research at local, state, regional and national level;
- B. Assisting local, state, regional and national agencies by conducting program evaluation;
- C. Current ongoing research and other creative activity not yet resulting in publication, display or presentation;

### **University, Public, and Professional Service**

The professional expectation in the field of social work centers on service to the profession, the community, as well as committee work in the academy. Service involves faculty members applying their expertise to current issues and needs of the community and student populations. The CHHS Faculty Handbook has a list of examples that meet the criteria for service. Other social work specific evidence of service contributions may include but are not limited to the following:

- A. Service to local, state, and/or national governmental boards, agencies and commissions;

- B.** Service as a member of a policy advisory committee;
- C.** Service as a peer-reviewer to an academic journal.
- D.** Service as a peer-reviewer for a social work professional and/or social work education conference.
- E.** Mentoring full- and part--time faculty both within the department and the university;
- F.** Direction of student internship experiences (i.e., field instructor)
- G.** Development of curricula for the program and/or department;
- H.** Development of tools and resources for use in the department;
- I.** Administrative reassignment within the department (program director, field director, cohort coordinator, chairing accreditation committees and writing self-study documents, etc.);
- J.** Development of continuing education programs (CEUs) for delivery to social work professionals in the community;
- K.** Serving as thesis and/or dissertation advisor;
- L.** Grant writing for non-profit organizations in the community;
- M.** Academic Advising – Advising should be an important university wide activity; however, within the Department of Social Work, its importance is particularly relevant and highly valued. Given the service-oriented nature of the programs in the department, advising is an extension of what faculty do in the classroom and is a student developmental process as well as a prescriptive one.

### **Conclusion**

All tenure-track faculty will be reviewed annually by both the department head and by

the tenured faculty in order to provide feedback regarding effectiveness in teaching, research, and service per the University and CHHS Faculty Handbooks. Regarding teaching effectiveness, in addition to this overall evaluation of tenure-track faculty and their continuance, the department head and tenured faculty will observe and provide direct feedback to tenure track faculty regarding their teaching effectiveness. By the end of the academic year, all tenure track faculty will have been observed in the classroom by both the department head and by at least one tenured faculty member (See Appendix A).

Faculty within the Department of Social Work have primary assignment in either the BSW program or the MSW program; however, faculty are able to teach across both programs. Contingent upon departmental needs and approval, faculty may request a reduced teaching load (from four courses per semester to three) based on involvement in research, grants, or special projects with accompanying higher expectations for these activities. Also, new tenure-track faculty in the department may request a reduced teaching load for the first year of employment.

#### Annual Faculty Activities and Review

Faculty are expected to involve themselves annually in activities as indicated above and to document these activities based on the current reporting system. Consistent with university expectations, annual faculty performance and evaluation will include contributions to university mission, strategic goals, the QEP, and departmental/program action plans as well as faculty establishing short and long term goals. It is intended that the department head (with feedback from the program director as appropriate) will base annual reviews of faculty on the approved criteria for the appropriate achieved rank. Salary recommendations will be in accordance with annual reviews.

### Mid-Tenure Review

Faculty on tenure track will submit a portfolio following the end of the third year of employment documenting activities and progress in the areas outlined above. This portfolio will mirror the portfolio submitted later for tenure and promotion. The mid-tenure review portfolio will be submitted to the department head by August 20<sup>th</sup> following the completion of the third year of tenure track employment. The department head will notify tenured faculty to review the portfolio. This process will be completed based procedures and timelines established for continuance review.

### Standards for Tenure and Promotion

See the University and CHHS Faculty Handbooks.

### Terminal Degree Defined

The MSW is considered the terminal practice degree in the profession of social work; however, a doctorate in social work or a related area in addition to the MSW are the required credentials for a tenure-track faculty position. Faculty with the MSW degree and requisite post MSW practice experience can be hired at the rank of Instructor.

### Minimal Terminal Degrees Accepted

For Social Work: Master's in Social Work

### Credit Toward Tenure and/or Promotion

New faculty requesting credit toward tenure and/or promotion are strongly encouraged to have this credit documented in their original Letter of Appointment.

## **DEPARTMENTAL CODE OF PRACTICE**

Glassick et al. (1997) discuss the importance of a professional code of practice that

includes integrity, perseverance, and courage as central values. A primary requirement for any faculty member is to practice with integrity and fairness. This includes behavior within the classroom, the university, the professional community, and with the public. In addition to integrity, a faculty member must remain curious and persevere. Remaining productive over the years is vital. Finally, a faculty member must have the courage to pursue open inquiry as a core value within the university. At times this comes at the risk of disapproval. These qualities and values require that the faculty member do more than adequately perform daily tasks. Faculty performance involves more than the tasks of teaching, research, and service. A spirit of collegiality, volunteerism, and a “team” orientation are highly valued within the department. This orientation is demonstrated by efficiently and effectively performing service activities, particularly the numerous “nuts and bolts” day-to-day activities of running the BSW and MSW programs as well as the Department.

Respecting the dignity and worth of all people is a professional and ethical obligation of social workers. Regarding colleagues, this includes the accurate and fair representation of qualifications and the avoidance of “unwarranted negative criticism of colleagues in communications with clients or with other professionals.” (NASW, 2008, p.15) The promotion of a positive workplace through encouraging a “team” orientation nurtures the development of all students and faculty.

Professionalism is expected of all faculty in the social work department. The components of professionalism include awareness and responsiveness to diverse people, maintaining a high level of self-awareness, and relating positively to others when working in collaborative teams. It is important to display a high levels of oral and written expression, reliability, dependability, and motivation in addition to responding promptly to others. Maintaining a high level of

professionalism will facilitate collegiality. Collegiality is strictly defined as shared authority among colleagues. Collegiality within an academic department implies that power is distributed among all faculty members. With shared power comes shared responsibilities.

#### Office Hours

Faculty should also establish a minimum of 10 scheduled office hours per week spread over a minimum of two days, in order to accommodate a variety of student schedules. If teaching a WEB course, a maximum of 2 office hours per 3 credit hour course can be virtual office hours. The above expectations help to promote a team environment in which all faculty are available to students and for other departmental assignments.

#### **Approval Status:**

Reviewed and Recommended by the Faculty, Department of Social Work: August 26, 2016.

Reviewed and Recommended by the Head, Department of Social Work: August 26, 2016.

Reviewed and Recommended by the Dean, College of Health and Human Services \_\_\_\_\_.

Reviewed and Recommended by the Provost/Vice President, Academic Affairs \_\_\_\_\_.







- Promotes pride in profession
- Enthusiasm
- Approachability
- Well organized
- Flexible/ Adaptive
- Compassionate but fun

**Comments related to personal qualities:**