UCCS

Social Work

UNIVERSITY OF COLORADO
COLORADO SPRINGS

School of Public Affairs
University of Colorado Colorado Springs

Reappointment, Promotion and Tenure
Review Criteria

July 1, 2021

General Considerations

Introduction

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure for **Social Work** in the School of Public Affairs at the University of Colorado Colorado Springs.

Each candidate's case will be reviewed and judged on its individual merits and circumstances. Reappointment, promotion and tenure will be based on her/his/their record of performance and achievements in the following three areas; 1) scholarly/creative work, 2) teaching, and 3) leadership and service.

Recommendations for reappointment, promotion, and tenure will be based on the procedures and criteria in Administrative Policy Statement 1022 of the University of Colorado, Policy 200-001 of the University of Colorado Colorado Springs together with the UCCS Social Work guidelines.

The evaluation process assumes: possession of a PhD degree in Social Work or a related social or behavioral science discipline from an accredited institution; competent education and training in the discipline(s); conduct which reflects the professional and academic standards for generating, validating, disputing, and transmitting knowledge; and an appreciation of and respect for the rights, duties, and privileges associated with academic freedom and professional responsibilities.

When these criteria are applied to faculty who were granted time toward tenure at hire, the work performed during the years granted toward tenure shall be considered equivalent to work performed at UCCS. When these criteria are applied to faculty who were hired with tenure, the post-tenure work performed during the years prior to hire shall be considered equivalent to work performed at UCCS. Otherwise, the main emphasis of evaluation will be on progress since the last review.

The particular weight accorded to each component of a faculty member's activities depends upon the responsibilities of the faculty member. UCCS Social Work and the School of Public Affairs has traditionally recognized the 40-40-20 formula for weighting research, teaching, and service. With this distribution, primary consideration should be given to the areas of teaching and scholarly/creative work.

The general factors to be considered in reappointment, promotion, and tenure evaluation are grounded in the social work profession, focus on the three review areas (scholarly/creative work, teaching, and leadership and service), and are unique to the level of review.

Social Work Profession

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. It is a field of professional practice, teaching, research and theory that promotes human well-being by

strengthening opportunities, resources, and capacities of people in their environments. Social workers create policies and services to ameliorate conditions that limit human rights and the quality of life. Guided by a person-in-environment perspective and respect for human diversity, the social work profession works to eliminate poverty, discrimination, and oppression.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship/creative work (e.g., research), and leadership and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and helping to understand ameliorate complex human and social concerns.

Scholarly/Creative Work

UCCS Social Work recognizes that scholarship can take many forms. Scholarly activity involves the formulation and dissemination of new knowledge, scholarly work integrating existing knowledge, and applied research.

A partial listing of items that demonstrate effective scholarly/creative work is provided in Appendix A.

The factors considered in the review of Scholarly/Creative Work are <u>productivity</u>, <u>quality</u>, <u>impact</u>, and <u>consistency</u> in scholarly and research activity. The consideration of collaboration and authorship and professional practice as scholarship are also addressed in this section.

<u>Productivity</u>: Evidence of productivity is fundamentally quantitative: that is, how many written products have been generated.

- Number of peer-reviewed written products
- Number of sole-authored and first-authored written products
- Number of professionally reviewed written and oral products
- Number of written products with students
- Number of grant proposals funded and/or submitted

<u>Quality</u>: Review of scholarly work by peers and the public provides evidence of quality. This includes noteworthy intellectual achievements and conceptual/methodological rigor. Review may occur in many ways, and it is the responsibility of the faculty member to show that her/his/their work has undergone appropriate review.

- Demonstration of the work's importance to the professional knowledge base, such as honors and awards.
- Publication in journals or by presses that employ a process of blind peer review.
- Publication in journals with a high impact, which can be represented using impact factors and/or importance to the profession.

- Publication in journals to which many manuscripts are submitted and for which few are chosen. Thus, indicating the esteem in which they are held by professionals in a particular field.
- Publication in books for which chapters are peer-reviewed or reviewed by respected editors (e.g., the author's name is known to the reviewers).
- Scoring and funding of grant proposals, indicating that the granting authority is giving a favorable review.
- Book reviews of one's work or discussion of one's work in textbooks.
- Reprinting of one's work in anthologies.
- Positive judgments by academic and professional peers such as external reviewers solicited during review for tenure and/or promotion.

Impact: UCCS Social Work faculty are encouraged to publish their work in recognized, peer-reviewed academic journals. Preference is given to peer-reviewed US and international scholarly journals. Evidence of impact is shown through the effect the work has on research and/or practice in the relevant field.

The assessment of the impact of the candidate's scholarly/creative work will be based on importance to the field and can include the overall distribution of the work, usefulness to professional practice, and the number of times the work has been cited. Other examples of impact include the candidate's citation-based impact ranking scores and the journal's impact and ranking scores. In all cases, it is the faculty member's responsibility to clearly articulate the impact of their academic work.

- "Major publications" encompass those published by peer-reviewed journals, university presses, and commercial book publishers that require critical scholarly peer review for publication. "Minor publications" are those published by book publishers or journals that do not require critical peer review for publication.
- Articles about the faculty member's work in professional or practitioner-oriented publications, journals, magazines, or other forms of media.
- Reviews of the faculty member's work by other scholars in the field.
- Evidence that policy or administrative practice makes use of theory or findings generated by a faculty member's research.
- Citations in publications such as the Social Science Citation Index.

Consistency: Consistency is established by considering the continuous and sustained level of productivity of research and scholarship over time. UCCS Social Work faculty are expected to demonstrate consistency equivalent to their overall workload distribution.

Collaboration and authorship: All candidates should demonstrate that they have an independent research agenda as described in their research statement and reflected in their publication and grant record.

Some individual research and publications are required to demonstrate the capacity to work independently including sole-authored research publications and/or grants. Sole-authored research, grants, and/or publications shall be given additional weight in the evaluation process.

Collaborative research is encouraged. Some collaborative research and publications are required to demonstrate the capacity to work with colleagues nationally and/or internationally. First-authored papers are given the same weight as sole-authored papers.

Co-authored papers will be considered equivalent to sole-authored and first-authored papers if the majority of author(s) (including a first author) is/are student collaborators. Additionally, work with other collaborators (at UCCS or at other institutions) will be considered equivalent to sole-authored and first-authored papers if the candidate provides clear evidence of a significant contribution by the candidate to the paper (i.e., dissertation research with dissertation committee members as co-authors). Otherwise, the collaborative work will still be counted as part of the candidate's overall record but will be weighted less heavily than sole-authored and first-authored papers.

Professional Practice as Scholarship: In unusual circumstances, a candidate may include clinical, advocacy, counseling and/or student service/administrative activities as part of their scholarly/creative work workload. This will be considered on a case-by-case basis and will only be considered when it serves the needs of the UCCS campus, CU system, the School of Public Affairs, or UCCS Social Work. Similar to other research/scholarship activities, faculty will need to demonstrate meritorious and/or excellent performance in this area for promotion and reappointment decisions (depending on her/his/their performance within the teaching category).

These assignments and activities may include but are not restricted to the following: counseling, academic administration, international assignments, information services, diagnostic and analytical facilitation, and student services. The specific expectations for these assignments to be considered scholarship must be described in the individualized research position description.

A faculty endeavor may be regarded as professional practice for purposes of reappointment, promotion, and tenure within the scholarship/creative work category if all the following conditions are met:

1.) Involve discipline specific work for which the faculty member was hired.
2.) There is a direct application of knowledge to significant human needs and societal problems, issues, or concerns.
3.) There is utilization of the faculty member's academic, research, and/or professional expertise.
4.) The ultimate purpose is for the public or common good.
5.) New knowledge is generated for the discipline and/or the audience or clientele.
6.) There is a clear link/relationship between the program/activities and an appropriate academic unit/department's mission.

Where faculty assignments entail serving students or clients, evaluation will focus on the quality of the specific services provided, determined by the purposes of the service and the faculty

member's success in achieving them. Documentation should include the number of students or clients served and the services provided. Evaluation will consider innovation and creativity, and evidence of effectiveness; and may be based on systematic surveys of, and assessments by, those who received the services, when signed by the evaluators.

Professional practice as scholarship cannot be double counted as Leadership and Service. A distinct difference between the two areas needs to be articulated.

Teaching

Teaching involves the dissemination of knowledge and includes activities such as curriculum development, classroom instruction and student mentoring. High quality teaching is serious intellectual work grounded in a deep knowledge and understanding of the field and includes the ability to convey that understanding in clear and engaging ways. For teaching, the factor is effectiveness.

Effectiveness is established through demonstration of (a) contributions to the curriculum, (b) professional manner of student classroom instruction, and (c) support for educational/research programs within the School through activities such as (c-1) mentoring and advising of undergraduate and/or graduate students and (c-2) participation in student committees.

The factors considered for the review of teaching will include FCQ ratings along with a minimum of two additional methods of evaluating teaching. It is the responsibility of the faculty member to provide evidence to support teaching effectiveness.

A partial listing of items that demonstrate effective teaching is provided in Appendix B.

Leadership and Service

Leadership and Service are important areas of responsibility. All faculty members must contribute to the performance of the unit/department, school/college, campus, the university, the community, and to the profession. Although the nature of leadership and service activities will depend on a candidate's particular interests and abilities, service contributions are an essential part of being a good citizen.

UCCS Social Work accepts and values scholarly service to the discipline/profession and the community at the local, state, national, or international level. Service to the unit/department, the school/college, campus, and the university are essential to good academic citizenship.

Leadership and Service involves an individual in a potentially broad range of support activities. For leadership and service, the factor to be considered is a demonstrated record of consistent engagement in service activities.

A partial listing of items that demonstrate effective service and outreach is provided in Appendix C.

Faculty Responsibility Statements

Generally, faculty in the School of Public Affairs will have a work distribution of 40% research, 40% teaching, and 20% service. No written documentation is needed for this work distribution.

Post-tenure faculty may have a differentiated work assignment that reflects a different distribution of research, teaching and service than the above norm, or to account for administrative duties. A differentiated workload will be delineated in the faculty member's responsibility statement. This statement will explain the workload distribution and provide guidance on how the tenure criteria will be weighted for such a differentiated load. Differentiated workloads may affect the quantity of work expected in a given area but not the quality criteria. It is expected that all faculty will have research, teaching, and service as part of their workload distribution, but the percentages in each area can change to meet the needs of the faculty member and the department. It is generally expected that no one would go below a minimum of 10% in any given category. However, exceptions may be made in extraordinary circumstances (e.g., a career research award).

In rare exceptions, pre-tenured faculty may be granted a differentiated workload to accommodate an increase in research activities, particularly those associated with a large research grant and course buy-outs. Differentiated workloads will not be granted to increase the proportion of teaching and/or service activities. It is assumed that the faculty member will only have a differentiated workload for a small proportion of the pre-tenure period (e.g., during a period where a major research grant award is received).

Level Specific Guidance

Initial Reappointment Review

The Initial Reappointment Review typically takes place in the candidate's second year at UCCS. However, when a candidate has been awarded time toward tenure at initial hire, this time may be condensed or eliminated based on the scheduling of the comprehensive reappointment review.

The candidate's record will be evaluated separately in the three areas of 1) scholarly/creative work, 2) teaching, and 3) leadership and service. The candidate will be considered as "not on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections," or "on track for tenure" in each of the three areas.

Recommendations regarding reappointment will be based on the candidate demonstrating sufficient progress toward tenure in each area to justify reappointment. Typically, this requires a rating of at least "not yet on track for tenure but could meet standards for tenure with appropriate corrections" in each of the three areas. The review may also take into account issues of material bearing such as strategic goals of the unit/department, school/college, or campus.

At this level of review, candidates will provide evidence she/he/they are initiating systematic efforts to establish a program of scholarly/creative work and teaching. The candidate must also demonstrate good academic citizenship.

Scholarly/Creative Work: UCCS Social Work recognizes that scholarship can take many forms. It emphasizes fundamental discovery, scholarly work that integrates existing knowledge, and applied research. The candidate will demonstrate a well-designed research plan, the potential for development as a researcher, and progress toward both publications and sponsored research. Demonstration of this may include drafts of articles submitted for publication, peer-reviewed publications, work in progress, reports, presentations at professional meetings, and/or grant proposals in preparation, submitted for review, and/or funded.

Teaching: Candidates will demonstrate that her/his/their courses are coherently organized, thoughtfully presented, and cover significant areas of social work. Furthermore, candidates will demonstrate a commitment to teaching, evidenced by good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material and assessing student learning outcomes.

The candidate's teaching will be evaluated by multiple means that will include, at a minimum, Faculty Course Questionnaires (FCQs) and two other means of evaluation. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered. The candidate will show potential for continued development as a teacher. Improvement and innovations in teaching methods and in curriculum development and contribution to the department.

Leadership and Service: UCCS Social Work recognizes service to the unit/department, school/college, campus, community and the social work profession. At this stage, the candidate will have participated fully in the unit/department, including being involved in unit/department meetings and activities, sharing in the unit/department decision-making process, and participating in activities that contribute to the unit/department well-being. In some cases, the candidate may participate in one campus or system committee.

Comprehensive Reappointment Review

The Comprehensive Reappointment Review typically takes place in the candidate's fourth year at UCCS. However, when a candidate has been awarded time toward tenure at hire, this time may be condensed.

The candidate's record in the three areas of 1) scholarly/creative work, 2) teaching, and 3) leadership and service will each be evaluated separately. The candidate will be considered as "not on track for tenure," "not yet on track for tenure but could meet standards for tenure with appropriate corrections", "on track for tenure with meritorious," or "on track for tenure with excellent" in each area.

Recommendations regarding reappointment will be based on the candidate demonstrating sufficient progress toward tenure in each area to justify reappointment. Typically, this requires a rating of "on track for tenure" in each of the three areas. In some cases, a candidate may be retained if she/he/they are rated as "not yet on track for tenure but could meet standards for tenure with appropriate corrections" in two of three areas with a corrective guidance. The review may also take into account issues of material bearing such as strategic goals of the unit/department, college and campus.

Scholarly/Creative Work: UCCS Social Work recognizes that scholarship can take many forms. Fundamental discovery, scholarly work which integrates existing knowledge and applied research are emphasized. Scholarly study of teaching and learning issues in our field as a form of research is recognized. At this stage, the candidate will demonstrate scholarly accomplishment, and to have established a research agenda.

A rating of on track for tenure with meritorious requires reasonable progress toward tenure as demonstrated by a level of actual publication or grant funding that indicates an ability to meet the expectations for meritorious at tenure. Evidence of this progression includes peer-reviewed publications, professional peer-reviewed presentations, and submission of research grant proposals. Non-peer reviewed materials are also considered evidence, yet they are given less weight than materials that are peer-reviewed.

A rating of on track for tenure with excellent requires exceeding the criteria for meritorious and demonstrating **meaningful** impact on the field. Evidence of this progression considers quantity of research publications, quality of the outlets in which they are published, and/or substantial research funding as assessed by the source, amount and/or duration of the grant or contract.

Teaching: The candidate will demonstrate effective teaching evaluated by multiple means including, at a minimum, FCQs and two other means of evaluation. Examples of other means of evaluation are provided in Appendix B.

Evaluation of teaching includes contributions to the breadth, depth, and needs of the department (e.g., developing and presenting online courses, up-dating curriculum and course materials, and contributing to departmental undergraduate and graduate learning assessment tools). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

A rating of on track for tenure with meritorious will require student evaluations and two other means of evaluation that positively indicate student engagement and learning. Evidence of effective teaching will include adequately organized and current course content (both in-seat and online) that corresponds to program expectations for that course. Evidence of student advising is required.

A rating of on track for tenure with excellent will require student evaluations and two other means of evaluation that indicate students find the coursework interesting and challenging in ways that contribute to student learning. Evidence of effective teaching may include dedication to student learning (for example, through creative teaching methods, engagement with students outside the classroom, service learning courses, Freshmen Seminar instruction, etc.), development of revised curriculum, particularly around efforts to integrate diversity initiatives, new pedagogical and assessment techniques, participation in professional development, work with students outside the classroom, and other areas of teaching such as those in Appendix B.

Leadership and Service: UCCS Social Work recognizes service to the unit/department, school, campus, the university, the community and to the profession.

A rating of on track for tenure with meritorious requires meeting service responsibilities within the unit/department and some service to the school/college, campus, community and/or profession. A rating of on track for tenure with excellent requires going beyond expected service responsibilities within the unit/department to include multiple meaningful service contributions to the school/college, campus, community, an/or profession. In evaluating service both the quality and quantity of service contributions will be considered.

Promotion to Associate Professor and/or Awarding of Tenure Review

The review for promotion to associate professor and/or awarding of tenure typically takes place in the candidate's seventh year at UCCS. However, when a candidate has been awarded time toward tenure at hire, this time may be condensed.

The criteria for promotion to associate professor and/or awarding of tenure at the University of Colorado Colorado Springs are the same. The candidate's record in the three areas of 1) scholarly/creative work, 2) teaching, and 3) leadership and service will each be evaluated separately as "not meritorious," "meritorious," or "excellent." Material judged to be excellent obviously fulfills the lower standard of meritorious.

The candidate's record must be rated as at least meritorious in all three areas and excellent in research or teaching for promotion to associate professor and awarding of tenure.

For promotion of an assistant professor to associate professor (which automatically includes conferral of permanent tenure) or conferral of permanent tenure on an associate professor, the RPT Committee will consider the following criteria:

- A continuous and distinctive record of peer reviewed publication and/or peer- reviewed creative activity, and appropriate external funding, as determined by the departmental guidelines, in the candidate's field of specialization.
- A demonstrated record of effectiveness as a teacher.
- Demonstrated commitment to service, with a level of engagement appropriate to the discipline, the academic unit/department and, where possible, the unit/department, school/college, and/or University.

Scholarly/Creative Work: UCCS Social Work recognizes that scholarship can take many forms. Of these, fundamental discovery, scholarly work which integrates existing knowledge and applied research are emphasized. Scholarly study of teaching and learning issues in our field as a form of research is recognized. At this professional stage, evidence must show that the candidate has been successful in consistently publishing results of research and scholarly activity.

For articles, the quality of the research and scholarly activity is demonstrated by publication in established peer-reviewed journals. For chapters in monographs, the quality of the research and scholarly activity is demonstrated by publication in established academic presses.

Monographs are not a regular expectation at this stage of a faculty member's career. If the candidate chooses to work on monographs, she/he/they will be judged by their quality and impact. Ordinarily, a monograph will be taken as the equivalent of two or more journal articles. Authored monographs published by highly regarded publishers are considered more important than edited ones.

Some faculty will begin to seek external research funding at this professional stage. However, awarding of grants and contracts is not expected for promotion to associate professor and/or awarding of tenure.

A rating of meritorious requires ongoing research activity that leads to a meaningful scholarly contribution in their specialty areas as demonstrated by publications, funded research proposals, and by letters evaluating their work. The average productivity to achieve a rating of meritorious should be no less than one peer-reviewed publication per year during pre-tenure service. The quality of work, and its placement in selective outlets, will be at least as important as the quantity, so that some candidates may be meritorious despite having fewer publications, while other candidates fail despite meeting strictly numerical criteria.

Presentations at professional meetings, non-refereed publications and unfunded grant proposals may be considered as additional evidence of ongoing research activity. Meaningful scholarly contribution should lead to at least some of the external letters recognizing such a contribution. Additional evidence may include citations, placement in particularly respected journals and other recognitions.

A rating of excellent requires exceeding the criteria for meritorious and demonstrating noteworthy impact on the field through quantity of research publications, quality of the outlets in which they are published, and/or external research funding. The overall level of productivity, whether due to higher quantity, quality or a combination of the two, should be distinctly greater than that expected for meritorious. The average productivity to achieve a rating of excellent should be around two peer-reviewed publications per year during pre-tenure service. Evidence of noteworthy impact can be based on a combination of the following: general agreement of the external reviewers that such an impact is evident, citations, placement in high-quality outlets, or the degree to which the work breaks new ground.

A recommendation for promotion to associate professor and/or awarding of tenure based on excellence in scholarly/creative work will include evidence of impact beyond the institution.

Teaching: The candidate will demonstrate effective teaching evaluated by multiple means including, at a minimum, FCQs and two other means of evaluation.
Examples of other means of evaluation are provided in Appendix B.

Evaluation of teaching includes contributions to the breadth, depth, and needs of the unit/department (e.g., developing and presenting online courses, updating curriculum and course materials, and contributing to unit/departmental learning assessment tools). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, field placement instructor (e.g., supervisor) and similar activities will be considered here. In evaluating teaching, course content, level and size will be considered in interpreting student evaluations. Evidence of significant improvement over time will be considered as justification for a higher evaluation.

Peer reviews of teaching and student evaluations of classroom instruction are required for all tenure and promotion cases. Peer evaluations performed by the senior faculty, along with follow-up information as to how the evaluation was used by the candidate to improve instruction (as needed), will be included in the documentation. Documentation of student evaluations must be provided in the form of a summary of the results for classes taught and the comments provided by students. Student evaluations will be viewed holistically, not reduced to single measure or numerical expectation.

In evaluating teaching, course load, content, level and size will be considered in interpreting student evaluations. Growth over time by the instructor is a positive indicator of maturation and future effectiveness.

A rating of meritorious requires FCQs and two other means of evaluation, one of which can be peer evaluation. FCQ results must indicate that students find the coursework effective and challenging in ways that contribute to student learning. Peer evaluations will confirm the professional manner of classroom and/or online instruction. Evidence of effective teaching will include the preparation of course materials, including syllabi and online content. Materials will be well-organized, current by disciplinary standards and reflective of social work competencies and behaviors for each particular course. Evidence of effective student advising and regular participation in supporting student activities is required. Identified deficiencies at earlier stages should be addressed by the candidate.

A rating of excellent will require that some combination of FCQs and two other means of evaluation provide clear evidence that the expectations for meritorious have been exceeded:

- Student evaluations and peer evaluations indicate high levels of student engagement and learning.
- Development of new or revised curriculum that meets needs of the program or an identifiable set of students.
- Effective integration of diversity initiatives, new pedagogical and assessment techniques, and other innovations into the curriculum at the course or program level.
- Participation in professional development that has a discernable impact on the instructor's teaching practice.

- Work with students outside the classroom that has a demonstrable effect on those students' success and development (e.g., student publication).

A recommendation for promotion to associate professor and/or awarding of tenure based on excellence in teaching shall include demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one's immediate instructional setting. Demonstration of this impact could include a number of activities, such as:

- Delivering courses in conjunction with other programs at UCCS.
- Teaching in an interdisciplinary campus program.
- Giving public lectures.
- Organizing a campus or community educational forum.
- Publishing or presenting contributions to the scholarship of teaching and learning in external venues.
- Serving as a teaching mentor to faculty outside the department.
- Presenting workshops at campus events on teaching and learning.
- Receiving competitive grants for the improvement of teaching and learning.
- Other activities that fall outside the school and department.

Leadership and Service: UCCS Social Work recognizes service to the unit/department, school, campus, the university, the community and to the profession. In evaluating service both the quality and quantity of service contributions will be considered.

A rating of meritorious requires demonstrating a record of consistent engagement in service activities within UCCS Social Work. It also requires providing meaningful service within at least three of the following five areas; the school/college, campus, university, community or profession.

A rating of excellent requires performing advanced service responsibilities within UCCS Social Work such as serving as an undergraduate and/or graduate program director, field placement director, and/or faculty liaison to a student group/organization. In addition, it requires multiple service contributions within at least four of the following five areas; the school/college, campus, university, community or profession. In evaluating leadership and service, both the quality and quantity of service contributions will be considered, along with the extent to which service efforts contribute to fostering a climate of equity, diversity and inclusion.

Promotion to Full Professor Review

The criteria for promotion to full professor requires the candidate's record in the areas of scholarly/creative work, teaching, and leadership and service to be evaluated as a whole as not meritorious, meritorious, or excellent.

Promotion requires "a record that, taken as a whole, is judged to be excellent." To be considered excellent, the candidate shall demonstrate a record of significant contribution to both graduate and undergraduate education, unless individual or unit circumstances require a stronger emphasis

or singular focus on one or the other. It also requires a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in research and scholarship, teaching and working with students, and service.

At promotion to full professor, different faculty will have found very different niches. Although all candidates are expected to make continuing contributions in teaching and research, any of the three areas may be more important in a particular candidate's career at this point than the other two. In general, the biggest contrast to the promotion to associate professor is that leadership should be more pronounced. Substantial, significant and continued growth, development and accomplishment is explicated below. The excellence of the overall record may be predicated on a balance of substantial performance across all three areas, significant strength in any two of the areas and progress in the third, or outstanding performance in one area and progress in the other two.

Scholarly/Creative Work: Evidence must show that the candidate has substantial, significant, and continued growth, development, and accomplishment as a researcher since tenure. This may take many forms but normally includes a continuing record of publication in outlets similar to those expected at the previous level. Growth may be indicated by an increased rate of productivity, exploration of new areas of interest, increased collaboration with and/or mentoring of junior colleagues. Scholarly leadership within the unit/department, school/college, campus or discipline that positively impacts research within those organizations is expected.

Excellence requires continuous and sustained productivity beyond promotion to associate professor. Excellence includes leadership and expertise in the field demonstrated through quantity of publications (e.g., articles, chapters, monoliths) and quality of the body of knowledge (e.g., impact on the field). External research funding is also required. Outside reviews should indicate the candidate's work is viewed as important and authoritative by others in the field.

A rating of excellent in scholarly/creative work requires evidence of productive efforts that leads to a consideration of the candidate as a known expert and leader in the field.

Teaching: Evidence must show that the candidate demonstrates an ongoing commitment to social work educational programs while maintaining effective teaching performance. The successful candidate will provide documentation to show that she/he/they are participating in activities that enhance social work education activities. The information provided will include 1) their contributions to advancing the curriculum, 2) leadership in developing appropriate new courses and curricular initiatives, and 3) their contributions through mentoring and advising students and student groups/organizations.

Excellence requires demonstration of effective teaching evaluated by multiple means. At a minimum this includes FCQs and at least three other means of evaluation. Contributions to the breadth, depth, and needs of the unit/department are essential (e.g., updating curriculum, course materials and assessment tools). In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities will be considered here. In evaluating teaching, course

content, level and size will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through: development of new and revised curriculum, particularly around efforts to integrate diversity initiatives; new pedagogical and/or assessment techniques; participation in professional development; work with students outside the classroom; presentations or publications that advance pedagogy in the field; or effective mentoring of colleagues.

A rating of excellent in teaching would require evidence of productive efforts in these areas that leads to a consideration of the candidate as a clear leader among educators in the field.

<u>Leadership and Service</u>: Evidence must show that the candidate demonstrates ongoing and meaningful service to the unit/department, school/college, campus, university, community and the profession. In evaluating service, both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through clear evidence of increased levels of service responsibility and accomplishments.

Given that post-tenured faculty may have negotiated a differentiated workload as a result of administrative, faculty governance, or other duties, this workload division will be taken into consideration when evaluating the excellence of candidate's record, taken as a whole.

Excellence requires taking leadership responsibilities within UCCS Social Work, such as serving as an academic program director and/or in faculty governance. In addition, it requires multiple service contributions to the unit/department, school/college, campus, community, and profession, particularly those around diversity initiatives. Active participation in professional social work organizations such as the Council on Social Work Education or the National Association of Social Workers is expected. In evaluating leadership and service, both the quality and quantity of service contributions will be considered, as well as the extent to which service efforts contribute to fostering a climate of equity, diversity and inclusion.

A rating of excellent in leadership and service requires evidence of productive efforts in these areas that leads to a consideration of the candidate as a clear leader in the field.

Post-Tenure Review

In evaluating the professional performance of faculty standing for post-tenure review, the RPT Committee shall include a characterization of such performance as Outstanding, Exceeding Expectations, Meeting Expectations, or Below Expectations.

Recognizing the many different ways in which post-tenured faculty contribute to the University, "meeting expectations" is defined for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, 2) having met the goals of the faculty member's current professional plan, and 3) having submitted an

acceptable professional plan which indicates an ability to achieve "meeting expectations" or higher ratings in the future.

If a faculty member is deficient in meeting this standard, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the deficiency such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

Appendix A: Scholarly/Creative Work

The factors considered for the review of Scholarly/Creative Work are <u>productivity</u>, <u>quality</u>, <u>impact</u>, and <u>consistency</u> in scholarly and research activity, principally in the form of scholarly products, publications, and/or grants and contracts. The candidate may place any materials in the file that he/she/they believe will provide evidence relating to scholarship. The following list (which is not exhaustive) provides examples of evidence of scholarly activity (not in any particular order). It is not necessary that the file contain all of the items listed.

- Peer judged publications (journal articles, book chapters, edited and authored books, monographs)
- Non-Peer judged publications (journal articles, law reviews, book chapters, edited and authored books, monographs)
- Receipt of research grants, particularly those from agencies that perform peer-review of proposals (the size of the grant award will also be considered)
- Receipt of research and evaluation contracts and other sponsored research (the size of the contract will also be considered)
- Submission of research grant proposals, particularly those from agencies that perform peer-review of proposals.
- Research and evaluation projects for the campus
- Professionally reviewed written products (including, but not limited to, expert witness reports and affidavits, grant and technical reports, and contract reports)
- Expert witness and professional testimony
- Authored articles published in news and social media (including, but not limited to, New York Times, The Wall Street Journal, The Washington Post, etc.)
- Serving as a special (or regular) contributor/correspondent within the news and social media
- Media coverage of research and scholarship
- Regular and constructive use of sabbaticals and leaves of absence
- Papers presented at professional conferences and workshops
- Invited presentations to scholarly and professional organizations
- Book Reviews
- Non-refereed publications and abstracts
- Citations of published work by other scholars
- Research and scholarly awards received
- Nominations for research and scholarly awards
- Nominations for prestigious awards
- Editorship of professional/scientific journal(s)
- Board membership on professional/scientific journal(s
- Reviewer for professional/scientific journal(s)
- Grant reviewer for professional/scientific journal(s)
- Professional reputation (both inside and outside the university)
- Evidence of capacity for future research achievements
- Expert and technical consultation on research projects

- Providing role modeling and mentoring of research on any educational level
- Participation in research/scholarship development workshops
- Facilitating or invited speaker for research/scholarship development workshops
- Participation in career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Facilitating or invited speaker for career development activity (e.g., workshops, conference, summer schools, seeking and using a research mentor)
- Cultural, social, and societal impact of the research activity
- Contribution to diversity in scholarship and research
- Evidence demonstrating impact of research activities (e.g., recognition, external letters, quantitative measures—number of citations, impact ratings)

Appendix B: Teaching

Factors considered when reviewing teaching effectiveness include demonstration of contributions to the curriculum, professional manner of student classroom instruction and support for educational/research programs.

Student evaluations, as reported on a campus-approved system and forms, (e.g., Faculty Course Questionnaires [FCQ's]), are required to be included as a criterion for evaluation of teaching. The candidate may also place any materials in the file that they believe will provide evidence relating to the effectiveness of their teaching activities.

The following list (which is not exhaustive) provides examples of evidence of effectiveness in teaching. A variety of different types of evidence should be provided to demonstrate effective teaching; it is not necessary for the file contain all of the items listed.

- Statistical summaries from student evaluations (FCQs)
  - Written comments from the evaluations
  - Quantitative and qualitative summary of student evaluations for classroom instruction that includes an analysis of the candidate's standing relative to campus and school peers
- Course specific information
  - Examination content
  - Class size (generally large, undergraduate courses will be given more weight)
- Peer evaluations conducted by senior faculty
  - Written comments from these reviews including such items as use of class time, content, organization of material
- Student evaluations
  - Student mid-term evaluations (including steps taken in response to feedback)
  - Student focus groups, interviews, or surveys
- Course syllabi, examinations, and instructional materials
- Program and/or curriculum development activities
- Course improvement efforts
  - Evidence of continuous improvement in teaching and learning
  - Department and curricular work, including participation in curriculum revision, departmental efforts to focus on teaching
- Professional development and innovations relating to teaching.
  - Participation in training in teaching effectiveness and new education-related technology
  - Evidence of effective utilization of contemporary teaching modalities, e.g. enhanced student learning
- Engagement in peer assessment processes
- Professional awards related to the education process
- Receipt of grants for teaching and education improvements
- Alumni surveys or opinions on teaching
- Philosophy and self-assessment of teaching
- Oversight of independent studies, honors theses, prelims, and/or dissertations

- Advising and mentoring undergraduate and/or graduate students (primary advisor, professional advisor, and/or committee member)
- Video recordings of teaching
- Documentation of efforts to create inclusive and equitable educational experiences for students
- Scholarly research and presentation or publication on teaching and learning
- Teaching awards and nominations for teaching awards
- Mentoring students beyond the immediate instructional setting, e.g. supervision of doctoral or medical students, presenting teaching seminars to graduate students
- Mentoring faculty members in their education enterprises
- Authoring or co-authoring textbooks adopted by other higher education institutions
- Mentorship and advisement for graduate and/or undergraduate research
- Membership on capstone, thesis, and/or dissertation committees outside the School of Public Affairs
- Supervision and mentorship of postdoctoral research programs
- Development of new courses
- Flexibility in adapting courses to campus and school needs
- Development and implementation of innovative teaching methods
- Program assessment contributions
- Collaborative research with students leading to publication(s)
- Supervision of student research leading to conference presentations
- Sponsorship of students who receive awards for academic and/or research accomplishments
- Participation in teaching seminars and workshops
- Facilitating teaching courses, seminars, and workshops

Appendix C: Leadership and Service

Factors considered when reviewing leadership and service include engagement in service activities to the unit/department, school/college, campus, university, community and the profession. The candidate may place any materials in the file that they believe will provide evidence relating to their service and outreach activities.

The following list (which is not exhaustive) provides examples of evidence of consistent engagement in service/outreach activities. A variety of different types of evidence should be provided to demonstrate consistent engagement. It is not necessary that the file contain all of the items listed.

- Service activities specific to UCCS Social Work
- Committee service to the school/college, campus, and/or university system
- Member of system, campus, college Faculty Governance Organization
- Lectures, seminars or presentations outside UCCS Social Work that are not included under scholarly/creative work or teaching
- Reviewer of scholarly articles for journal(s) or other publications
- External reviewer for tenure and promotion files
- Grant proposal reviewer
- Academic unit/department reviewer
- Editor for scholarly journals
- Service awards and nominations for service awards
- Professional association committee membership and/or leadership
- Consulting to government or NGO organizations in area(s) of expertise
- Expert witness or professional advising
- Community board member
- Community presentations
- Pro bono consultation and public service
- Providing role modeling and mentoring at any education level relating to service or leadership activities
- Elected officer of a community organization
- Volunteer activities in community
- Similar evidence of engagement and/or outreach to community or service to university or profession
- Contribution to diversity

School of Public Affairs
Social Work RPT Criteria
Version History

Version 1: Initial Version
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