TENURE AND PROMOTION GUIDELINES APPLICABLE TO ALL CASE FACULTY
(Approved February 1, 2012; Title Amended September 25, 2017; Updated September 1, 2020; approved by College Chairs, September 29, 2020; updated to reflect college name change June 11, 2021; Updated and approved by College Chairs, March 8, 2022)

All college and departmental guidelines are intended to provide guidance to faculty members seeking to meet the University's criteria for tenure and promotion set forth in the *Faculty Handbook*, section 2.6. All faculty members should familiarize themselves with those principles, which govern the processes and standards for all departments and colleges of the University. This document is intended to provide clarity to the appropriate sections of the *Faculty Handbook*.

As UNA's largest and most diverse college, the College of Arts, Sciences, and Engineering is composed of nineteen academic departments and the School of the Arts encompassing more than twenty disciplines. Methods of demonstrating professional performance may vary with the traditions and goals of distinct disciplines. Teaching methods will also differ, as will forms of scholarly or artistic performance, but all tenure-track faculty members are expected to demonstrate a pattern of sustained cumulative accomplishment in teaching, scholarly or creative performance, and service.

All faculty members in the College of Arts, Sciences, and Engineering should recognize the following common expectations:

Teaching is a foundational professional function of faculty members at the University of North Alabama. A record of demonstrable success in teaching, as a UNA faculty member, is expected of every successful applicant for tenure and/or promotion in the College of Arts, Sciences, and Engineering.

Scholarship and creative accomplishment are essential to the academic profession. Every successful candidate for tenure and/or promotion is expected to provide convincing evidence of a pattern of scholarly or creative accomplishment appropriate to his or her discipline during the period of employment at UNA. Scholarship should include research or other forms of intellectual discovery made available to professional peers through publication and/or presentation beyond this university and the local area. For those in the performing or visual arts, creative activity should include performances, presentations, or exhibitions for audiences beyond the local area. Peer review or qualified professional critical review will be considered during the assessment of both scholarship and creative performance. Departments may consider professional consulting as an appropriate form of scholarship if the results of the consultation are made available to a professional audience beyond individual proprietary interests.

Service is an indispensable element in the professional performance of each UNA faculty member. The operation of a university is dependent on services provided by its faculty members beyond their classrooms, laboratories, and studios. Applicants for tenure and/or promotion are expected to present a record of effective service to the university, the community, and professional discipline during their period of employment at UNA.

While previous accomplishments will be recognized, special consideration will be given to accomplishments during the period of employment at UNA and since the faculty member's last promotion. In evaluating teaching, scholarly or creative performance, and service, both the quality and the extent of each area will be considered. In scholarly and creative performance, there are recognized hierarchies of professional organizations, journals, publishers, forms of dissemination, and venues for performance or exhibition in each discipline. It is appropriate to consider the level of professional recognition accorded to the organization, instrument, or venue through which scholarship or creative performance is presented.

More specific interpretation is provided by departmental guidelines (below). Faculty members are encouraged to discuss questions or concerns in advance of application for tenure and/or promotion with the department chair, tenured members of the department, and the dean.

COLLEGE OF Arts, Sciences, and Engineering
DEPARTMENT OF Social Work
Promotion and Tenure PERFORMANCE GUIDELINES

Introduction

The Department of Social Work adheres to the general criteria for faculty appointment, promotion, and tenure as established in the following three areas in the UNA Faculty Handbook. All tenure-track faculty will also undergo a third-year review using the same guidelines as for promotion from Assistant to Associate Professor.

TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Teaching

Effectiveness as a Teacher: The individual is judged upon knowledge of subject matter, including current developments; active concern for the student's academic progress; and ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication, ability to motivate student interest and participation, ability to relate coursework to other fields with a view to broadening the student's general awareness, evidence of conscientious preparation for all instructional situations, and use of effective methodology and teaching techniques. Peer review of teaching by other faculty, program director, or department chair is a requirement. Also required will be student evaluations per University policy (although student evaluations alone are insufficient to assess effectiveness of classroom performance).

Additionally, the candidate will meet **at least four** of the specific teaching criteria listed below. Specific to the Department's needs and standards, we interpret these criteria as including but not limited to:
• ability to integrate general education components into the professional social work curriculum
• design and develop instructional material that promotes professional development and mastery of core competencies as mandated by the accreditation standards of the Council on Social Work Education (CSWE)
• development of new courses
• the application of current, effective teaching methodologies (in the classroom and/or web-based) which show a good mix of lecture, activity, role-play/hands-on activities, and use of technology
• ability to develop and incorporate service learning opportunities into coursework
• demonstrate commitment to excellence in professional advising and mentoring of students by being available to students, modeling professionalism, discussing social work career options with students, and providing meticulous course scheduling assistance.
• Integration of CSWE competencies into course syllabi and course content

<u>Scholarship or Creative Performance</u>

<u>Effectiveness in Research, Scholarship, and Other Creative Activities:</u> The individual is judged upon the quality of scholarly attitude, the capacity for independent thought,originality and quality of published and unpublished contributions to knowledge, the application of creative approaches to new problems, the effectiveness in planning for future research and study for himself or herself and for students, professional recognition of research efforts, and the effectiveness in the administration of research projects.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to:
- Active and ongoing pursuit of research, presentations and/or publications with a minimum of **two peer-reviewed articles** in a journal relevant to the social work profession.
- a minimum of **two peer-reviewed presentations** at conferences at the state, regional, or national level

Also valued are: **(1 required)**
- engagement in professional social work workshop development and training
- Research-informed professional social work practice presentations/events/trainings on campus, in the community, or other venues
- participation in grant-related activities, program/curriculum proposals and other departmental and University reports
- engagement in the Council on Social Work Education (CSWE) self-study process for accreditation and reaffirmation—including writing portions of the accreditation self-study reports

<u>Service</u>

<u>Effectiveness in Rendering Service</u>: The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to: **(3 required)**
- evidence of professional leadership to the community (for example professional agency board service), the discipline, and to the University
- membership in professional organizations
- innovative program offerings including program curriculum review and revision process
- service to the Department, the College, and the University in a variety of ways, including in student recruitment, program promotion, administrative tasks,committee memberships etc.

- mentoring new faculty/peers in curriculum development in alignment with Educational Policy and Accreditation Standards (EPAS) prescribed by the Council on Social Work Education (CSWE); pedagogy, teaching platforms, and modeling effective teaching skills in professional social work education to train effective and ethical social work generalist practitioners.
- peer mentoring to colleagues on campus and in the community
- outreach efforts to alumni, to the University, and to the community
- Collaboration with peers in and outside of the Department
- Participation on Departmental, College and University Committees

It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas. These criteria will be interpreted in varying degrees for each academic rank.

Special "Criteria for Appointment, Promotion and Tenure," including "Special Criteria by Ranks", are laid out in 2.6.2 of the *Faculty Handbook.*

TENURE AND PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

Teaching:

Effectiveness as a Teacher: The individual is judged upon knowledge of subject matter, including current developments; active concern for the student's academic progress; and ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication, ability to motivate student interest and participation, ability to relate coursework to other fields with a view to broadening the student's general awareness, evidence of conscientious preparation for all instructional situations, and use of effective methodology and teaching techniques.

Additionally, the candidate will meet **at least four** of the specific teaching criteria listed below. Specific to the Department's needs and standards, we interpret these criteria as including but not limited to:
• ability to integrate general education components into the professional social work curriculum
• design and develop instructional material that promotes professional development and mastery of core competencies as mandated by the accreditation standards of the Council on Social Work Education (CSWE)
• development of new courses
• the application of current, effective teaching methodologies (in the classroom and/or web-based) which show a good mix of lecture, activity, role-play/hands-on activities, and use of technology
• ability to develop and incorporate service learning opportunities into coursework
• demonstrate commitment to excellence in professional advising and mentoring of students by being available to students, modeling professionalism, discussing social work career options with students, and providing meticulous course scheduling assistance.
• Integration of Council on Social Work Education (CSWE) competencies into course syllabi and course content

Scholarship or Creative Performance

Effectiveness in Research, Scholarship, and Other Creative Activities: The individual is judged upon the quality of scholarly attitude, the capacity for independent thought,originality and quality of published and unpublished contributions to knowledge, the application of creative approaches to new problems, the effectiveness in planning for future research and study for himself or herself and for students, professional recognition of research efforts, and the effectiveness in the administration of research projects.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to:
• Active and ongoing pursuit of research, presentations and/or publications with a minimum of **two peer-reviewed articles** in a journal relevant to the social work profession since the last promotion
• a minimum of **two peer-reviewed presentations** at conferences at the state, regional, or national level since the last promotion

Also valued are: **(1 required)**

- engagement in professional social work workshop development and training
- Research-informed professional social work practice presentations/events/trainings on campus, in the community, or other venues
- participation in grant-related activities, program/curriculum proposals and other departmental and University reports
- engagement in the Council on Social Work Education (CSWE) self-study process for accreditation and reaffirmation—including writing portions of the accreditation self-study reports

Service

Effectiveness in Rendering Service: The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to: (**3 required**)

- evidence of professional leadership to the community (for example professional agency board service), the discipline, and to the University
- membership in professional organizations
- innovative program offerings including program curriculum review and revision process
- service to the Department, the College, and the University in a variety of ways, including in student recruitment, program promotion, administrative tasks, committee memberships etc.
- mentoring new faculty/peers in curriculum development in alignment with Educational Policy and Accreditation Standards (EPAS) prescribed by the Council on Social Work Education (CSWE); pedagogy, teaching platforms, and modeling effective teaching skills in professional social work education to train effective and ethical social work generalist practitioners.
- peer mentoring to colleagues on campus and in the community
- outreach efforts to alumni, to the University, and to the community
- Collaboration with peers in and outside of the Department
- Participation on Departmental, College, and University Committees

It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas. These criteria will be interpreted in varying degrees for each academic rank.

CRITERIA FOR PROFESSOR MERIT:

Those seeking Professor Merit after five years in or in the fifth year of the rank of Professor should demonstrate ongoing, excellent, and significant activity over the past five years in the areas of teaching, research/creative activity, and service. For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years. For research/creative activity, there should be documented and ongoing evidence of a national and/or international presence in venues deemed by their department to be of appropriate and high quality in the discipline during the past five years. Evidence of active involvement in Council on Social Work Education (CSWE) accreditation efforts will also be heavily considered. For service, there should be evidence of continued and measurable service at the department, college, and university levels as well as an indication of professional service during the past five years.

Teaching:

Effectiveness as a Teacher: The individual is judged upon knowledge of subject matter, including current developments; active concern for the student's academic progress; and ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication, ability to motivate studentinterest and participation, ability to relate coursework to other fields with a view to broadening the student's general awareness, evidence of conscientious preparation for all instructional situations, and use of effective methodology and teaching techniques.

Additionally, the candidate will meet **at least four** of the specific teaching criteria listed below. Specific to the Department's needs and standards, we interpret these criteria as including but not limited to:
• ability to integrate general education components into the professional social work curriculum
• design and develop instructional material that promotes professional development and mastery of core competencies as mandated by the accreditation standards of the Council on Social Work Education (CSWE)
• development of new courses
• the application of current, effective teaching methodologies (in the classroom and/or web-based) which show a good mix of lecture, activity, role-play/hands-on activities, and use of technology
• ability to develop and incorporate service learning opportunities into coursework
• demonstrate commitment to excellence in professional advising and mentoring of students by being available to students, modeling professionalism, discussing social work career options with students, and providing meticulous course scheduling assistance.
• Integration of Council on Social Work Education (CSWE) competencies into course syllabi and course content

Scholarship or Creative Performance

Effectiveness in Research, Scholarship, and Other Creative Activities: The individual is judged upon the quality of scholarly attitude, the capacity for independent thought,originality and quality of published and unpublished contributions to knowledge, the application of creative approaches to new problems,

the effectiveness in planning for future research and study for himself or herself and for students, professional recognition of research efforts, and the effectiveness in the administration of research projects.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to:
- Active and ongoing pursuit of research, presentations and/or publications with a minimum of **two peer-reviewed articles** in a journal relevant to the social work profession since the last promotion
- **a minimum of two peer-reviewed presentations** at conferences at the state, regional, or national level since the last promotion

Also valued are: **(1 required)**
- engagement in professional social work workshop development and training
- Research-informed professional social work practice presentations/events/trainings on campus, in the community, or other venues
- participation in grant-related activities, program/curriculum proposals and other departmental and University reports
- engagement in the Council on Social Work Education (CSWE) self-study process for accreditation and reaffirmation—including writing portions of the accreditation self-study reports

Service

Effectiveness in Rendering Service: The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to: **3 required**
- evidence of professional leadership to the community (for example professional agency board service), the discipline and to the University
- membership in professional organizations
- innovative program offerings including program curriculum review and revision process
- service to the Department, the College, and the University in a variety of ways, including in student recruitment, program promotion, administrative tasks,committee memberships etc.
- mentoring new faculty/peers in curriculum development in alignment with Educational Policy and Accreditation Standards (EPAS) prescribed by the Council on Social Work Education (CSWE); pedagogy, teaching platforms, and modeling effective teaching skills in professional social work education to train effective and ethical social work generalist practitioners.

- peer mentoring to colleagues on campus and in the community
- outreach efforts to alumni, to the University, and to the community
- Collaboration with peers in and outside of the Department
- Participation on Departmental, College and University Committees

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CRITERIA FOR SENIOR LECTURER

Those seeking Senior Lecturer in the fifth year of the rank of Lecturer should demonstrate ongoing, excellent, and significant activity over the past five years in the areas of teaching and service. For teaching, self-assessment, chair evaluations, peer review, and student evaluations should reflect effective teaching, syllabi should contain appropriate student Council on Social Work Education (CSWE) learning outcomes with effective assessments that match the learning outcomes, and there should be evidence that the candidate continues to be abreast of recent developments or activity in the field during the past five years. For service, there should be evidence of continued and measurable service at the department, college, as well as an indication of professional service during the past five years. Evidence of active involvement in Council on Social Work Education (CSWE) accreditation efforts will also be heavily considered.

Teaching

Effectiveness as a Teacher: The individual is judged upon knowledge of subject matter, including current developments; active concern for the student's academic progress; and ability to organize and effectively present and evaluate coursework, including effectiveness in oral and written communication, ability to motivate student interest and participation, ability to relate coursework to other fields with a view to broadening the student's general awareness, evidence of conscientious preparation for all instructional situations, and use of effective methodology and teaching techniques. Peer review of teaching by other faculty, program director, or department chair is a requirement. Also required will be student evaluations per University policy (although student evaluations alone are insufficient to assess effectiveness of classroom performance).

Additionally, the candidate will meet **at least four** of the specific teaching criteria listed below. Specific to the Department's needs and standards, we interpret these criteria as including but not limited to:
- ability to integrate general education components into the professional social work curriculum
- design and develop instructional material that promotes professional development and mastery of core competencies as mandated by the accreditation standards of the Council on Social Work Education (CSWE)
- development of new courses
- the application of current, effective teaching methodologies (in the classroom and/or web-based) which show a good mix of lecture, activity, role-play/hands-on activities, and use of technology
- ability to develop and incorporate service learning opportunities into coursework

- demonstrate commitment to excellence in professional advising and mentoring of students by being available to students, modeling professionalism, discussing social work career options with students, and providing meticulous course scheduling assistance.
- Integration of Council on Social Work Education (CSWE) competencies into course syllabi and course content

Service

Effectiveness in Rendering Service: The individual is judged upon recognition in the professional field; consultation of high professional quality in business, cultural, educational, governmental, and industrial endeavors; activities in learned and professional societies; potential for continuing professional growth; contribution to total university development and growth; performance on committee assignments; performance on administrative assignments; and contributions to the improvement of student life.

Specific to the Department's needs and standards, we interpret these criteria as including, but not limited to: (**2 required**)
- evidence of professional leadership to the community (for example professional agency board service), the discipline and to the University
- membership in professional organizations
- innovative program offerings including program curriculum review and revision process
- service to the Department, the College, and the University in a variety of ways, including in student recruitment, program promotion, administrative tasks, committee memberships etc.
- mentoring new faculty/peers in curriculum development in alignment with Educational Policy and Accreditation Standards (EPAS) prescribed by the Council on Social Work Education (CSWE); pedagogy, teaching platforms, and modeling effective teaching skills in professional social work education to train effective and ethical social work generalist practitioners.
- peer mentoring to colleagues on campus and in the community
- outreach efforts to alumni, to the University, and to the community
- Collaboration with peers in and outside of the Department
- Participation on Departmental, College and University Committees

It is not expected that every individual will excel in all of the general criteria, but neither is it expected that the individual will have a complete void in any of the three areas. These criteria will be interpreted in varying degrees for each academic rank.