



**PROMOTION AND TENURE POLICY FOR TENURE
TRACK FACULTY AND PROMOTION POLICY FOR
CLINICAL FACULTY**

**PROMOTION AND TENURE POLICY FOR TENURE TRACK
FACULTY**

PURPOSE AND OVERVIEW

This document governs evaluation of social work faculty for third year review, promotion, and tenure. The criteria outlined in this document are to be used within the department and at other levels of review within the institution.

Candidates for promotion and/or tenure must present evidence of performance in three areas of productivity: teaching, research, and service. The evidence should be objective and documented. Activities should be located in one and only one area of productivity in the document.

ETSU has defined itself first and foremost as a teaching institution; thus all faculty members must be effective and competent teachers to be eligible for tenure and/or promotion. Once this threshold is met, then service and/or scholarship would next become foremost in tenure and/or promotion decisions, as determined by annual Workload Plans, Reports, and Evaluations developed under the guidance of and approved by the department chair. The department's criteria for promotion and tenure are comprehensive in nature, and are consistent with expectations for social work educators.

Promotion and tenure recommendations must carry with them the affirmation that, so far as can be determined, the individual receiving promotion and/or tenure understands the nature of membership in a community of scholars; that s/he adheres to a high standard of integrity and professional ethics; that s/he has the ability and desire to work as a cooperative member of a

group while retaining all rights of individual expression; and that s/he evidences a sense of responsibility for the well-being of both students and fellow faculty in the Department, College, and University. This department expects all faculty members to adhere to the NASW Code of Ethics.

TENURE AND PROMOTION—TEACHING

The Department of Social Work encourages and rewards excellence in teaching. Teaching communicates knowledge to students, develops in them the desire and skills necessary to continue the quest for professional competence, and trains them to enter into professional and scholarly disciplines and vocational settings.

Criteria for Tenure at all Ranks

Required Activities

- Faithful class attendance or coverage for class when absence is necessary
- Availability to students and timely feedback on assignments
- Positive peer reviews with average scores of 3 (adequate) or higher on all indicators of the peer evaluation form (Spring 2015 version, appended), for each of the three years preceding application for tenure and/or promotion. If any peer evaluation has a score of less than 3 on any indicator then the applicant must include a response or a plan of remediation.
- Evidence of continuous updating of course materials
- A majority of SAI instructor subscale ratings of 26 or higher (total of items 4-11).

Illustrative Activities

Below is a list of illustrative examples of teaching activities (neither prescriptive nor exhaustive) that can be used to support the applicant's teaching record.

- Evidence of quality, relevance, scholarship, and currency of course content
- Evidence of rigor in assignments
- Evidence of appropriate technology in teaching
- Evidence of creative approaches to teaching content, such as designing class activities, engaging students in social action activities, and so on
- Evidence of collaborative work with students on publications, presentations, theses, or dissertations
- Interdisciplinary/inter-professional teaching or curriculum development
- Field instruction and liaison work
- Teaching awards
- Ongoing professional development as evidenced through conference, seminar, and workshop attendance or licensure renewal

Criteria for Promotion to Associate Professor

Required Activities

- Faithful class attendance or coverage for class when absence is necessary
- Availability to students and timely feedback on assignments
- Positive peer reviews with average scores of 4 or higher on all indicators on peer evaluation form revised version Spring 2015 (see appendix), at least once per year, for 3 years preceding application for tenure and/or promotion
- Evidence of continuous updating of course materials
- A majority of SAI instructor subscale ratings of 26 or higher (total of items 4-11 from Fall 2014 through Fall 2016, total of items 6-13 from Spring 2016 to present)
-
- Seeking to attain full understanding of the program's overall curriculum

Illustrative Activities

Below is a list of illustrative examples of teaching activities (neither prescriptive nor exhaustive) that can be used to support the applicant's teaching record.

- Evidence of quality, relevance, scholarship, and currency of course content
- Evidence of rigor in assignments
- Evidence of appropriate technology in teaching
- Evidence of creative approaches to teaching content, such as designing class activities, engaging students in social action activities, and so on
- Evidence of collaborative work with students on publications, presentations, theses, or dissertations
- Interdisciplinary/inter-professional teaching or curriculum development
- Field instruction and liaison work
- Teaching awards
- Ongoing professional development as evidenced through conference, seminar, and workshop attendance or licensure renewal

Criteria for promotion to Professor

Required Activities

- Faithful class attendance or coverage for class when absence is necessary
- Availability to students and timely feedback on assignments
- Positive peer reviews with average scores of 4 or higher on all indicators on peer evaluation form revised version Spring 2015 (see appendix), at least once per year, for 3 years preceding application for tenure and/or promotion
- Evidence of continuous updating of course materials
- A majority of SAI instructor subscale ratings of 26 or higher (total of items 4-11 from Fall 2014 through Fall 2016, total of items 6-13 from Spring 2016 to present)
- Seeking to attain full understanding of the program's overall curriculum

- Contribute to the development or maintenance of the program's overall curriculum

Illustrative Activities

Below is a list of illustrative examples of teaching activities (neither prescriptive nor exhaustive) that can be used to support the applicant's teaching record.

- Evidence of quality, relevance, scholarship, and currency of course content
- Evidence of rigor in assignments
- Evidence of appropriate technology in teaching
- Evidence of creative approaches to teaching content, such as designing class activities, engaging students in social action activities, and so on
- Evidence of collaborative work with students on publications, presentations, theses, or dissertations
- Interdisciplinary/inter-professional teaching or curriculum development
- Field instruction and liaison work
- Teaching awards
- Ongoing professional development as evidenced through conference, seminar, and workshop attendance or licensure renewal

Instructor Peer Review of Tenure Track Faculty

Review Date: _____

Instructor Information

Name: _____

Number of Years Teaching at College Level _____

Tenure Status: Non-Tenure Track Tenured Pre-Tenure (years toward tenure: _____)

Course Information

Title of Class: _____

Class Level: BSW MSW

Reviewer Information

Name: _____

Number of Years Teaching at College Level _____

Tenure Status: Non-Tenure Track Tenured Pre-Tenure (years toward tenure: _____)

Instructor Evaluation

1=Needs Improvement, 2=Somewhat Lacking, 3=Adequate, 4=Better Than Adequate, 5=Exemplary

If a category does not apply or you cannot render a rating in a given context, please note this in the Comments section and provide an explanation.

Category	Rating	Comments
Preparedness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Organization	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Professionalism	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Knowledge of Content	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriate Encouragement of Student Interaction (Given the Topic/Course)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Responsiveness to Comments/Questions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Classroom Management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriateness of Level of Teaching (e.g., teaching at or above level/skills of students)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriateness of Creativity (Given the Topic/Course)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Personal Dynamics (e.g., projection/modulation of voice, animated/gestures)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Overall Impression of Teaching Abilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Strengths:

Specific Issues to Address:

Additional Comments:

TENURE AND PROMOTION—SERVICE

Service is an important aspect of being a social work educator, and ethical obligations require social workers to provide service. Faculty members provide service to the department, college, university, their professions, and the community through their talent, technical expertise, and professional skills. Service falls into two broad categories: service to the university and to the profession of social work. Public service must fit within the University's role and mission. Promotion and tenure requires evidence of fulfilling required responsibilities and engaging in additional service activities.

Criteria for Tenure at all Ranks

Required Activities for Tenure

- Consistent attendance at faculty and committee meetings
- Timely completion of required departmental tasks, including tasks associated with accreditation of program
- Community (public and University) and professional service activities
- Committee assignments and involvement at the departmental level
- Active academic advisement of students.

Illustrative public and professional service activities for Tenure

Suggested demonstrations may include but are not limited to:

- Membership on and contributions to professional boards or committees
- Consultation external to the department
- Clinical service and supervision provided as *pro bono* or at a nominal fee
- Legislative advocacy
- Social action activities
- Leadership and/or leadership positions in local, regional, and national groups, agencies, and/or organizations, including committee work for such groups
- Presentation of workshops to practitioners
- Organizing a conference or series of workshops
- CSWE site visitor activities
- Grant participation
- Service Awards
- Peer review of referred publications

Illustrative service to the University activities for Tenure

Suggested demonstration may include but are not limited to:

- Grant administration
- Committee assignments and involvement (department, college, and/or university levels)
- Mentoring junior faculty
- Participation on theses and dissertation committees outside of the department

- Special assignments and activities, administrative or other (e.g., recruitment, organizing a conference or series of workshops, developing a policy, writing a manual, developing a set of procedures)
- Participation in providing or offering department sponsored meetings, activities, and events
- Advisor to student organization and active in that role
- Contributions to self-study documents
- Service awards
- Curricular processes, such as the CPS system

Promotion to Associate Professor

Required Activities for Promotion to Associate Professor

Quality of service is indicated by the impact of the activity, extent of the faculty member's contribution, the recognition given to the faculty member or department as a result of the activity, evidence of leadership roles, evidence of improving the functioning of the department or University, evidence that the goals and aims of the profession were affected, and so on. Demonstrated leadership at any level is highly valued, but promotion requires activity outside of the department. Active and ongoing academic advisement of students is required. Candidates for promotion to associate professor must present clear demonstration of *both* public and professional service activities as well as service to the University, all comparable to Associate Professors in the department over the last two (2) years.

Illustrative public and professional service activities

Suggested demonstrations for promotion to **Associate Professor** may include but are not limited to:

- Membership on and contributions to professional boards or committees
- Consultation external to the department
- Clinical service and supervision provided as *pro bono* or at a nominal fee
- Legislative advocacy
- Social action activities
- Leadership and/or leadership positions in local, regional, and national groups, agencies, and/or organizations, including committee work for such groups
- Presentation of workshops to practitioners
- Organizing a conference or series of workshops
- CSWE site visitor activities
- Grant participation
- Service Awards
- Peer review of referred publications

Illustrative service to the University activities

Suggested demonstration for promotion to **Associate Professor** may include but are not limited to:

- Grant administration
- Committee assignments and involvement (department, college, and/or university levels)
- Mentoring junior faculty
- Participation on theses and dissertation committees outside of the department
- Special assignments and activities, administrative or other (e.g., recruitment, organizing a conference or series of workshops, developing a policy, writing a manual, developing a set of procedures)
- Participation in providing or offering department sponsored meetings, activities, and events
- Advisor to student organization and active in that role
- Contributions to self-study documents
- Service awards
- Curricular processes, such as the CPS system

Promotion to Full Professor

Required Activities for Promotion to Full Professor

Candidates for promotion to full professor must present clear demonstration of *both* public and professional service activities as well as service to the University, all comparable to Full Professors in the department over the last two (2) years.

Illustrative public and professional service activities

Additional suggested demonstrations for promotion to **Full Professor** may include but are not limited to:

- Leadership roles in community and professional service activities;
- Leadership and/or leadership positions in national groups, agencies, and/or organizations;
- Presentation of workshops to practitioners for CEU's; and,
- Key role in CSWE site visitor activities.

Illustrative services to the University activities

Additional suggested demonstrations for rank of **Full Professor** should include but are not limited to:

- Key role in committee assignments and involvement (department, college, and/or university levels); and
- Significant contributions to self-study documents such as
 - Major conceptual written products
 - Major quantitative contributions for program outcome study

Evaluation of service activities includes assessments of the extent of the faculty member's contribution and the degree to which the service yields important benefits to the University, the profession, or the public at large. Service activities are significant when they result in improved, ongoing, or new services to clients; when they make a substantial contribution to a professional organization; or when they increase the visibility of the department and/or University. Significant professional service requires more than organizational membership and attendance. Examples of significant service include that done by an officer of a professional organization or a member of the editorial staff of a journal. Demonstrated leadership at any level is highly valued, but promotion would require visibility, achievement, and/or leadership in professional-community levels beyond local. Thus, appraisal of a candidate's local, regional, and national stature should be evaluated.

TENURE AND PROMOTION—SCHOLARSHIP AND RESEARCH

Research and scholarly activity that builds and expands the knowledge base in social work is an accreditation requirement, an ethical expectation, as well as a fundamental responsibility of a social work faculty member. Research and scholarship productivity in the Department of Social Work is demonstrated by the generation of products that are part of an *ongoing and sustained* program that represents individual or collaborative activity resulting in the construction, discovery, or integration of knowledge. It is expected that developing scholars should produce and disseminate both significant scholarly products and other products that provide additional evidence of committed efforts in research and scholarship. A scholarly product is most valued when it is characterized by methodological and/or conceptual soundness, creativity, innovation, demonstrated relevance to the field, and/or constitutes other knowledge-building efforts.

The greatest weight for research and scholarship will be given to scholarly products of the First Tier, which include:

- Peer-reviewed journal articles that are published or accepted and in-press
- Book chapters that have been peer-reviewed
- Books and peer-reviewed monographs relevant to social work practice/academia published by other than vanity presses
- Funding of competitive internal and external large grants
- Published papers in peer-reviewed conference proceedings

Weighting of multiple authorships is as follows:

- No distinction is made between sole author, coauthor, or third author. Scholarly products where the candidate is in one of these positions counts as 1 product.
- Authorship in the fourth position or higher is considered to count at half (1/2) the weight of the above.

Other scholarly products of the Second Tier that provide supportive evidence of a faculty member's performance in the areas of research and scholarship, as well as scholarly reputation, but do NOT substitute for significant scholarly products (First Tier), include:

- Refereed research and scholarly papers presented at well-known, major professional conferences (e.g., NASW, CSWE, BPD, SSWR)
- Editorials in professional, refereed journals
- Submission of large grant requests
- Funding of competitive internal and external small grants
- Development of new policy proposals
- Article, book, or grant proposal review
- Design, testing, implementation, evaluation, and reporting of programs, services, or practice innovations
- Non-peer-reviewed literature
- Published abstracts or book reviews
- Newsletters
- Applied social science materials

- Review of manuscripts for journals or book publishers
- Presentation of non-juried original work at other scholarly or professional meetings
- Non peer-reviewed monographs

Third Tier activities provide additional evidence of the scholarly reputation of a faculty member. These activities also do not substitute for significant scholarly products, but represent a complement to such products. Such activities include:

- Invited presentations in area(s) of expertise
- Educational panels of local or regional professional organizations
- Other research and scholarly efforts
- Evidence of research or scholarship in progress; verification of stages of development is mandatory
- Submission of scholarly papers for publication
- Submission of externally and competitively funded grant requests
- Substantial posts to professional websites. *It is the candidate's responsibility to provide evidence of the site's professional nature and links to the post.*
- Blog posts related to professional social work. *It is the candidate's responsibility to provide evidence of the site's professional nature and links to the post.*

Criteria for Tenure at all Ranks

A faculty member receiving tenure would be expected to provide evidence of two (2) First Tier scholarly products (one of which must have been completed and accepted since hire) with substantial supportive evidence in the other categories.

Promotion to Associate Professor

Applicants for Associate Professor will show evidence of an *ongoing and sustained body of work* that includes three (3) First Tier scholarly products (two of which must have been completed and accepted since hire) and two of which must be refereed journal articles, with substantial supportive evidence in the other categories. Applicants for Associate Professor will also show continued substantive merit in teaching and service as defined by the required and supportive activities.

Promotion to Full Professor

Applicants for Professor will show evidence of an *ongoing and sustained body of work* that includes an additional two refereed journal articles since promotion to Associate Professor (five First-Tier products total), in addition to at least three scholarly products in the supportive areas. A full professor also should have attained national recognition in an area of expertise, as evidenced by refereed scholarly products, invited scholarly presentations, election to national boards of directors, serving as editor or reviewer for national professional journals, published books or book chapters, or other publications. Applicants for full Professor will also show continued substantive merit in teaching and service as defined by the required and supportive activities.

TENURE POLICY FOR CLINICAL FACULTY

PURPOSE AND OVERVIEW

This document governs evaluation of social work clinical faculty for third year review and promotion. The criteria outlined in this document are to be used within the department and at other levels of review within the institution.

Candidates for promotion must present evidence of performance in two areas of productivity: teaching, and service. The evidence should be objective and documented. Activities should be located in one and only one area of productivity in the document.

ETSU has defined itself first and foremost as a teaching institution; thus all faculty members must be effective and competent teachers to be eligible promotion. Once this threshold is met, then service becomes foremost in promotion decisions, as determined by annual Workload Plans, Reports, and Evaluations developed under the guidance of and approved by the department chair. The department's criteria for promotion are comprehensive in nature, and are consistent with expectations for social work educators.

Promotion recommendations must carry with them the affirmation that, so far as can be determined, the individual receiving promotion understands the nature of membership in a community of scholars; that s/he adheres to a high standard of integrity and professional ethics; that s/he has the ability and desire to work as a cooperative member of a group while retaining all rights of individual expression; and that s/he evidences a sense of responsibility for the well-being of both students and fellow faculty in the Department, College, and University. This department expects all faculty members to adhere to the NASW Code of Ethics.

PROMOTION—TEACHING

The Department of Social Work encourages and rewards excellence in teaching. Teaching communicates knowledge to students, develops in them the desire and skills necessary to continue the quest for professional competence, and trains them to enter into professional and scholarly disciplines and vocational settings.

Criteria for Promotion to Associate Clinical Professor

Required Activities

- Faithful class attendance or coverage for class when absence is necessary
- Availability to students and timely feedback on assignments
- Positive peer reviews with average scores of 4 or higher on all indicators on peer evaluation form revised version Spring 2015 (see appendix), at least once per year, for 3 years preceding application for tenure and/or promotion
- Evidence of continuous updating of course materials

- A majority of SAI instructor subscale ratings of 26 or higher (total of items 4-11 from Fall 2014 through Fall 2016, total of items 6-13 from Spring 2016 to present)
- Seeking to attain full understanding of the program's overall curriculum

Illustrative Activities

Below is a list of illustrative examples of teaching activities (neither prescriptive nor exhaustive) that can be used to support the applicant's teaching record.

- Evidence of quality, relevance, scholarship, and currency of course content
- Evidence of rigor in assignments
- Evidence of appropriate technology in teaching
- Evidence of creative approaches to teaching content, such as designing class activities, engaging students in social action activities, and so on
- Evidence of collaborative work with students on publications, presentations, theses, or dissertations
- Interdisciplinary/inter-professional teaching or curriculum development
- Field instruction and liaison work
- Teaching awards
- Ongoing professional development as evidenced through conference, seminar, and workshop attendance or licensure renewal

Criteria for promotion to Clinical Professor

Required Activities

- Faithful class attendance or coverage for class when absence is necessary
- Availability to students and timely feedback on assignments
- Positive peer reviews with average scores of 4 or higher on all indicators on peer evaluation form revised version Spring 2015 (see appendix), at least once per year, for 3 years preceding application for promotion
- Evidence of continuous updating of course materials
- A majority of SAI instructor subscale ratings of 26 or higher (total of items 4-11 from Fall 2014 through Fall 2016, total of items 6-13 from Spring 2016 through present)
- Seeking to attain full understanding of the program's overall curriculum
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- Evidence of collaborative work with students on publications, presentations, theses, or dissertations
- Interdisciplinary/inter professional teaching or curriculum development
- Field instruction and liaison work
- Teaching awards
- Ongoing professional development as evidenced through conference, seminar, and workshop attendance or licensure renewal

Instructor Peer Review of Clinical Faculty

Review Date: _____

Instructor Information

Name: _____
 Number of Years Teaching at College Level _____

Course Information

Title of Class: _____
 Class Level: BSW MSW

Reviewer Information

Name: _____
 Number of Years Teaching at College Level _____
 Tenure Status: Non-Tenure Track Tenured Pre-Tenure (years toward tenure: _____)

Instructor Evaluation

1=Needs Improvement, 2=Somewhat Lacking, 3=Adequate, 4=Better Than Adequate, 5=Exemplary

If a category does not apply or you cannot render a rating in a given context, please note this in the Comments section and provide an explanation.

Category	Rating	Comments
Preparedness	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Organization	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Professionalism	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Knowledge of Content	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriate Encouragement of Student Interaction (Given the Topic/Course)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Responsiveness to Comments/Questions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Classroom Management	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriateness of Level of Teaching (e.g., teaching at or above level/skills of students)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Appropriateness of Creativity (Given the Topic/Course)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Personal Dynamics (e.g., projection/modulation of voice, animated/gestures)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
Overall Impression of Teaching Abilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Strengths:

Specific Issues to Address:

Additional Comments:

PROMOTION—SERVICE

Service is an important aspect of being a social work educator, and ethical obligations require social workers to provide service. Faculty members provide service to the department, college, university, their professions, and the community through their talent, technical expertise, and professional skills. Service falls into two broad categories: service to the university and to the profession of social work. Public service must fit within the University's role and mission. Promotion requires evidence of fulfilling required responsibilities and engaging in additional service activities.

Promotion to Associate Clinical Professor

Required Activities for Promotion to Associate Clinical Professor

Quality of service is indicated by the impact of the activity, extent of the faculty member's contribution, the recognition given to the faculty member or department as a result of the activity, evidence of leadership roles, evidence of improving the functioning of the department or University, evidence that the goals and aims of the profession were affected, and so on. Demonstrated leadership at any level is highly valued, but promotion requires activity outside of the department. Active and ongoing academic advisement of students is required. Candidates for promotion to associate clinical professor must present clear demonstration of *both* public and professional service activities as well as service to the University, all comparable to Associate Professors in the department over the last two (2) years.

Illustrative public and professional service activities

Suggested demonstrations for promotion to Associate Clinical Professor may include but are not limited to:

- Membership on and contributions to professional boards or committees
- Consultation external to the department
- Clinical service and supervision provided as *pro bono* or at a nominal fee
- Legislative advocacy
- Social action activities
- Leadership and/or leadership positions in local, regional, and national groups, agencies, and/or organizations, including committee work for such groups
- Presentation of workshops to practitioners
- Organizing a conference or series of workshops
- CSWE site visitor activities
- Grant participation
- Service Awards
- Peer review of referred publications

Illustrative service to the University activities

Suggested demonstration for promotion to Associate Clinical Professor may include but are not limited to:

- Grant administration
- Committee assignments and involvement (department, college, and/or university levels)
- Mentoring junior faculty
- Participation on theses and dissertation committees outside of the department
- Special assignments and activities, administrative or other (e.g., recruitment, organizing a conference or series of workshops, developing a policy, writing a manual, developing a set of procedures)
- Participation in providing or offering department sponsored meetings, activities, and events
- Advisor to student organization and active in that role
- Contributions to self-study documents
- Service awards
- Curricular processes, such as the CPS system

Promotion to Full Clinical Professor

Required Activities for Promotion to Full Clinical Professor

Candidates for promotion to full clinical professor must present clear demonstration of *both* public and professional service activities as well as service to the University, all comparable to Full Professors in the department over the last two (2) years.

Illustrative public and professional service activities

Additional suggested demonstrations for promotion to Full Clinical Professor may include but are not limited to:

- Leadership roles in community and professional service activities;
- Leadership and/or leadership positions in national groups, agencies, and/or organizations;
- Presentation of workshops to practitioners for CEU's; and,
- Key role in CSWE site visitor activities.

Illustrative services to the University activities

Additional suggested demonstrations for rank of Full Clinical Professor should include but are not limited to:

- Key role in committee assignments and involvement (department, college, and/or university levels); and
- Significant contributions to self-study documents such as
 - Major conceptual written products
 - Major quantitative contributions for program outcome study

Evaluation of service activities includes assessments of the extent of the faculty member's contribution and the degree to which the service yields important benefits to the University, the profession, or the public at large. Service activities are significant when they result in improved, ongoing, or new services to clients; when they make a substantial contribution to a professional organization; or when they increase the visibility of the department and/or University. Significant professional service requires more than organizational membership and attendance. Examples of significant service include that done by an officer of a professional organization or a member of the editorial staff of a journal. Demonstrated leadership at any level is highly valued, but promotion would require visibility, achievement, and/or leadership in professional-community levels beyond local. Thus, appraisal of a candidate's local, regional, and national stature should be evaluated.

PROMOTION - OTHER ACTIVITIES

Clinical faculty members may, at times, be assigned other duties that are considered outside the scope of teaching and service. In such cases, promotion requires evidence of fulfilling those required duties with merit. Clinical faculty members are expected to consistently meet or exceed performance expectations with these activities. Here list those activities that are outside the scope of teaching and service, if any.