

University of Alaska Anchorage

College of Health and Social Welfare

School of Social Work

Criteria and Guidelines

for

Faculty Evaluation, Retention, Promotion, and Tenure

Ratified by Social Work Faculty 09/03/2004

INTRODUCTION	3
TEACHING ACTIVITIES	4
RESEARCH / CREATIVE ACTIVITIES	5
THE TEACHING COMPONENT OF THE WORKLOAD	5
DEFINITION OF TEACHING	6
EVIDENCE SUBMITTED BY THE FACULTY MEMBER	6
EVALUATOR’S TASK.....	7
THE SERVICE COMPONENT OF THE WORKLOAD	8
DEFINITION OF SERVICE	8
<i>University Service</i>	8
<i>Professional Service</i>	8
EVIDENCE SUBMITTED BY THE FACULTY MEMBER	9
EVALUATOR’S TASK.....	9
THE RESEARCH / CREATIVE ACTIVITY COMPONENT OF THE WORKLOAD.....	9
DEFINITION OF RESEARCH / CREATIVE ACTIVITY.....	9
EVIDENCE SUBMITTED BY THE FACULTY MEMBER.....	10
EVALUATOR’S TASK.....	10
GUIDELINES FOR ARRIVING AT THE OVERALL EVALUATION OF A FACULTY MEMBER	11
CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR.....	11
APPLICATION OF THE CRITERIA FOR PROMOTION TO ASSISTANT PROFESSOR	11
CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR	13
APPLICATION OF THE CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR	13
CRITERIA FOR PROMOTION TO PROFESSOR.....	14
APPLICATION OF THE CRITERIA FOR PROMOTION TO PROFESSOR	14
CRITERIA FOR TENURE	16
PREPARATION OF FILES FOR THE REVIEW PROCESS	16
THE APPEAL PROCESS.....	17

Introduction

This document defines the policies and procedures for faculty evaluation in the School of Social Work of the College of Health and Social Welfare, University of Alaska Anchorage.

Materials contained in this document conform to the University of Alaska Board of Regents and University of Alaska Anchorage Policies on faculty evaluation. Nothing in this document is intended to be in violation of Regents or University policy. It is recommended that faculty review those policies. They are currently available at: <http://www.uaa.alaska.edu/oa/faculty>

The faculty of the School of Social Work have five components to their workload agreement. Components are assigned based upon their appointment at hire and subsequent modifications established between the faculty member and the appropriate University Administrative Officer (Director, Dean, Provost). The faculty of the School of Social Work have either bipartite or tripartite workload agreements. Bipartite faculty workloads are comprised of teaching and service responsibilities. Tripartite faculty workloads are comprised of teaching, research / creative activity and service responsibilities. The faculty evaluation process will be a review of performance of each of the five components of a workload agreement.

The faculty of the School of Social Work are social work professionals engaged in the delivery of social work education. As such, they are committed to the adherence of professional standards as established by the National Association of Social Workers and the Council on Social Work Education.

It is recognized that the faculty of the School have multiple professional responsibilities toward their colleagues, students and the University. Among them are the following:

1. Faculty members are expected to serve as role models for the values and ethics of the Social Work Profession. All faculty members are expected to function within the National Association of Social Workers Code of Ethics.
2. The Social Work Programs in the School of Social Work adhere to the standards established by the Council on Social Work Education Commission on Accreditation. All faculty members are expected to function within the parameters established within the School of Social Work and Council on Social Work Education accreditation process.
3. The School of Social Work adheres to all University, state and federal regulations regarding the protection of individuals from discrimination and harassment. All faculty members are expected to comply with established University policies and procedures.

In evaluation, it is recognized that the faculty of the School of Social Work have extensive workload responsibilities. Among them are:

1. The size of the School of Social Work faculty is small and meets minimum accreditation standards for a professional preparation program. Consequently, the multiple responsibilities for conducting business for two degree programs, one of which has a distance delivery component, falls upon a few people.
2. The School of Social Work grants two professional degrees. Professional education requires intensive socialization as well as academic preparation. Faculty are involved in extensive advising and supervisory activities. Academic advising at the undergraduate level is particularly time consuming.
3. The Master of Social Work and Bachelor of Social Work Programs are both regulated by an accrediting body. Accreditation requires on-going assessment and program revision. On-going program evaluation and outcome studies (including their attendant data collection and analyses) play an integral role in the accreditation process. These are labor intensive and time consuming activities.
4. The Master of Social Work and Bachelor of Social Work Programs provide field practicum placements for students throughout the larger Anchorage bowl, Kenai Peninsula, Matanuska and Susitna Valleys, and selected sites statewide. Faculty members are regularly involved in the development and maintenance of field educational opportunities.
5. Social work educators are in heavy demand for providing educational guidance, research / creative activities and service in the professional community. State, non-profit, and professional entities work closely with School of Social Work to maintain high professional standards for social work practitioners.
6. The School of Social Work is actively involved in recruiting potential students for both programs. Faculty members are regularly involved in marketing activities.

Teaching Activities

The School of Social Work faculty have responsibility for the quality delivery of social work education. Education activities include: teaching; classroom, laboratory, and distance delivery instruction in regular academic courses with assigned contact hours; field practicum education; development and coordination of special undergraduate and graduate seminars; preparation of student materials for classes; preparation of a new course or substantial revision of an older course; curriculum development and revision; general advising of students; supervision of student mentorships, and student research/creative projects; supervision of directed study through individualized courses; non-credit educational programs on-campus or elsewhere; and other activities benefiting students' academic development.

Service Activities

Social Work faculty perform elected, appointed or voluntary service to the institution in a variety of ways at various levels: University of Alaska Anchorage; the College of Health and Social Welfare; the School of Social Work; either the Master of Social Work or Bachelor of Social Work Programs; or to other campuses, colleges, schools and programs system-wide.

1. University, College, and School services: on administrative and governance committees, and in promotion and recruitment activities.
2. Professional services: on grant, journal, or accreditation review boards, or as an ad hoc reviewer, in the unit member's area of expertise; as an officer in a professional society; organizing and/or chairing conferences, symposia, seminars, etc.; teaching short courses, seminars, etc., that are not regular academic courses; editing journals, books, and special volumes of papers.
3. Services to the Community: in organized, non-remunerative, educational, and consultative activities which devolve from faculty member's professional expertise and further the interests or prestige of the University.

Research / Creative Activities

Social Work research / creative activity can take various forms, including applied research. Programmatic and classroom research are important parts of social work education. The School of Social Work values quantitative and qualitative methods for conducting research in the areas of scholarship: discovery, integration, application, and teaching. This includes all professional activities leading to publication, performance, or presentation in the faculty member's field, or leading to external funding recognizing the faculty member's current or potential contribution to their field. Such activities include: manuscript submission; grant proposal submission; supervision of externally funded research projects; and other original contributions to the faculty member's field.

The Teaching Component of the Workload

Definition of Teaching

Teaching is the art and science of imparting knowledge or skill through instruction to influence another person to learn through example or experience. There are multiple ways in which School of Social Work faculty teach, both in and out of the classroom, on and off campus.

Components of teaching may include, but are not limited to, the following:

- Formal classroom teaching, including campus, distance, and off-campus courses for which University credit is given and the number of student contact hours is defined;
- Individualized instruction, including independent and directed study;
- Non-credit courses offered through the University;
- Training, workshops or other seminars;
- Student advising;
- Supervision of student research projects;
- Program and curriculum development;
- Course development and revision;
- Development of distance education courses;
- Instructional materials, manuals and media development and presentations;
- Other teaching experiences such as short courses or guest lectures;
- Supervision of student field practicum placements;
- Serving as a liaison/field instructor for field practicum placements;
- Supervision or mentoring of adjunct faculty, research and teaching assistants;
- Preparation of accreditation materials.

Evidence Submitted by the Faculty Member

The faculty member will provide evidence and commentary demonstrating teaching effectiveness. Faculty are encouraged to provide more than required course lists, syllabi and University of Alaska Anchorage administered student evaluations. The faculty member is encouraged to organize appropriate materials for review by attaching a short narrative which catalogs the materials and comments on their noteworthy features. The materials assembled by the faculty member should reflect instructional activities during the appropriate evaluation period. Following are examples of materials appropriate for the faculty member to submit for evaluation:

- A list of classes taught during the review period. Comments on class features are encouraged: e.g., semester taught, course level, number of students, credit hours produced;

- Syllabi/course content guides;
- A list of manuals or other instructional materials which the faculty member has authored or prepared;
- A description of an innovative technique or teaching method of special merit;
- Evaluation of teaching by colleagues: summaries of class observations are helpful;
- Curriculum development and program planning activities;
- A description of new course preparations;
- A description of major course revisions;
- Awards or other teaching recognition;
- Teaching portfolios;
- Quantitative course evaluations: The inclusion of student comments is at the discretion of the faculty member. Evidence of teaching effectiveness collected from students must be included for all courses taught at University of Alaska Anchorage within the evaluation period;
- Other evidence the faculty member believes is relevant to the evaluation of teaching along with a concise statement describing what the material shows about teaching effectiveness.

Evaluator's Task

Evaluation of teaching activities will take into account the level of contribution to the School's instructional mission. In arriving at judgments about the quality of teaching, evaluators are encouraged to review evidence from varied sources, as submitted by the person being reviewed. The most reliable and valid indicators of teaching effectiveness may vary with the nature of the instruction being evaluated. It is the task of the evaluators to draw conclusions about the overall quantity and quality of teaching activities based on the evidence presented and the criteria established for the review process.

The Service Component of the Workload

Definition of Service

Service is the provision of assistance, guidance, or work for another. Faculty are expected to provide service as a part of their workload. Service can be performed within the School of Social Work, the College, University, profession and the community-- at local, regional, national, and international levels. Faculty members are normally expected to provide a balance of service in all three areas-- University, professional and community service.

University Service will vary among faculty, but each member is expected to perform some service to the School of Social Work and the University community. University service may include the following:

- School activities which support the School's goals, such as committee membership, program development, recruitment and marketing, proposal and report writing, self study reports and other accreditation matters. Reimbursed administrative tasks are not suitable for service activities.
- College/University service work on College of Health and Social Welfare or University of Alaska Anchorage committees, such as those created by the Dean, Senate or Chancellor; leadership on committees; non-committee contributions; and other duties assigned by the administration;
- Statewide University committee membership, leadership and other responsibilities for the University system as a whole.

Professional Service relates to leadership or contributions in activities of the faculty member's discipline. Professional service includes membership, leadership, and participation in professional societies, associations, conferences, meetings, committees and reviews; service on an editorial board or as a reviewer of professional publications.

Service to the Community is the rendering of professional expertise to individuals and organizations outside the University but not including professional associations. Community service is not limited to Anchorage but includes individuals and organizations within the state, national or international communities. State and nonprofit organizations will frequently receive service from School of Social Work faculty. Community service provides an opportunity for faculty to apply professional knowledge and skills to the solution of social and economic problems and should enhance the image of the faculty member, the Master of Social Work and Bachelor of Social Work Programs, the School of Social Work, and the University. In order for community service activities to receive evaluation credit, they must be related to the faculty member's academic field or must be of such a nature as to utilize the professional knowledge or skill of the faculty member.

Evidence Submitted by the Faculty Member

Service activities should be described concisely. The faculty member will list activities under

the applicable three categories. The list must contain documentation for service, a brief description of the activity, and level of effort provided. Letters, commendations, committee correspondence, proposals, and other products may also be included as appropriate.

Evaluator's Task

In evaluating service, both quantity and quality are to be considered. All three levels, university service, professional service, and service to the community, are to be considered important. Serving as a committee chairperson will usually be given more credit than serving as a member of the same committee. Serving on a standing committee that meets frequently is given more credit than serving on ad hoc committees that meet infrequently. Serving as an officer of a national association should be given more credit than serving as an officer of a local association. More credit is given for service which involves a unique professional contribution than for routine, repeated service.

The Research / Creative Activity Component of the Workload

Definition of Research / Creative Activity

Research / creative activity is the production of new knowledge or skills through research or creative activity. Each tripartite faculty member is expected to be a scholar and to engage in research/creative activities. Such activities may support teaching but may not include those activities that are normally considered part of the teaching workload. *Faculty need to establish a clear and consistent pattern of scholarly production in one or more areas of expertise.* Faculty will be expected to demonstrate a balanced record of research and creative activity which must include published work that is nationally available and has been reviewed by one's professional peers. Research and creative activities may include, but are not limited to the following:

- Published book (authored);
- Published book (edited);
- Published manuscript in refereed professional journal or monograph;
- Funded research proposal;
- Article or chapter in edited book;
- Published report of basic or applied research;
- Refereed presented paper at a professional conference or meeting;
- Unpublished report;
- Presented paper at a professional conference or meeting;
- Unfunded grant proposal;
- Funded project report;

- Book, manuscript or materials review;
- Position paper;
- Conference proceedings;
- Newspaper or media article;
- Electronic media/product;
- Speech or oral report.

Evidence Submitted by the Faculty Member

The faculty member should list the research or creative activities engaged in during the review period. If the activity resulted in a product, that should be indicated and included. Faculty members should include documentation of their research/scholarly activity and have supporting materials available. Examples of documentation include copies of the published document, title pages, table of contents, letters of verification, programs, etc. When the faculty member is engaged in activities with one or more other persons, the faculty member's contribution should be delineated. Faculty members are encouraged to submit supplemental information which will assist the reviewers in evaluating the quality and impact of the research endeavor.

Evaluator's Task

In evaluating research / creative activity, reviewers need to consider quality, quantity, and impact of research or creative activities. All types of scholarly productivity are to be valued but some types will receive greater recognition than others. The quality of research / creative activities should be given careful consideration and may result in a particular product being given more or less recognition. Evaluators are to determine if there is a clear and consistent pattern of scholarly production in one or more areas of expertise.

Guidelines for Arriving at the Overall Evaluation of a Faculty Member

The overall evaluation of a faculty member requires careful consideration by reviewers of the member's total effort over the evaluation period. Reviewers should be sensitive to the faculty member's contribution to the mission of University of Alaska Anchorage, the College of Health and Social Welfare, the School of Social Work and Master of Social Work and Bachelor of Social Work Program goals and objectives. The overall evaluation may sometimes reflect the principle that the whole is greater than the sum of the parts.

Reviewers provide written comments on each of the elements of the workload- teaching, service and research / creative activity (as appropriate) on the "Findings and Recommendations" form. This narrative must comment on how the candidate has performed relative to the appropriate criteria as established for each academic rank.

Criteria for Promotion to Assistant Professor

A. Regent's criteria for promotion to Assistant Professor are:

1. Appropriate degree: for tripartite workload faculty, a terminal degree in the discipline or appropriate field. For bipartite workload faculty, a Master's degree in the discipline or appropriate field;
2. Evidence of potential for successful teaching and service;
3. If the applicant has a tripartite workload, potential for successful research/creative activity.

Application of the criteria for Promotion to Assistant Professor

The key concept in the evaluation is "potential for success" where "success" is taken to mean, "resulting in a positive outcome." The candidate must demonstrate potential for success with each component of the workload agreement. If so, the recommendation will be to promote. If the recommendation is against promotion, the reviewers will state objectively how the candidate fails to meet the criteria.

B. School of Social Work (SOSW) criteria for promotion to Assistant Professor are:

1. Teaching Criterion

Participates in the development, delivery, and evaluation of teaching, which may be evidenced by documentation of:

- a. Developing effective teaching methods;
- b. Documenting contributions to course and curriculum development;
- c. Earning positive student evaluations;
- d. Participating in course evaluation and/or revision;
- e. Applying knowledge and skills that are consistent with the mission of the SOSW;
- f. Conducting innovative classroom teaching through expertise;
- g. Providing connections to the professional community that foster stronger working relationships between social work faculty and practicum/service learning sites.
- h. Serving as a member of a thesis committee.

2. Service criterion

Participates in professional or academic activities, which may be evidenced by documentation of:

- a. Serving on School of Social Work committees;
- b. Advising student organizations;
- c. Serving as school representative to a College/University committee;
- d. Giving presentations to community groups;
- e. Developing instructional programs for community groups;
- f. Serving as a consultant to colleagues at a local level in areas of expertise;
- g. Earning commendation for service contributions from recognized source external to the University;
- h. Participating on committees/board of directors within professional or community organizations;
- i. Maintaining credentials in areas of expertise;
- j. Being recognized locally as an expert in a field of study.

3. Research/creative activity criterion

Has an identified area of research interest and demonstrates productivity in research and/or scholarly activities, individually and/or in collaboration with colleagues, which may be evidenced by documentation of:

- a. Defining area of research (pilot project or more advanced study) in which individual has command of literature and research methods;
- b. Reporting ongoing or completed studies through presentations or poster session;
- c. Critiquing of research projects by peers and others reflects competence;
- d. Implementing pilot projects or more advanced studies independently or in collaboration with colleagues;
- e. Participating in activities to develop research competencies (e.g. course work or as an assistant in an ongoing project conducted by others);
- f. Presenting findings of research/creative activity in local forum.

Criteria for Promotion to Associate Professor

A. Regent's Criteria for Promotion to Associate Professor are:

1. Appropriate degree: For tripartite workload faculty, a terminal degree in the discipline or appropriate field. For bipartite workload faculty, a Master's degree in the discipline or appropriate field;
2. Evidence of successful teaching and service;
3. If the candidate has a tripartite workload, evidence of successful research/creative activity;
4. Five years at the rank of Assistant Professor, of which three must be at University of Alaska Anchorage.

Application of the criteria for Promotion to Associate Professor

The key term in the evaluation is "successful" which is taken to mean, "resulted in a positive outcome." The candidate must demonstrate that each component of the workload meets this requirement. If so, the recommendation will be to promote. If the recommendation is against promotion, the reviewers will state objectively how the candidate fails to meet this requirement.

B. School of Social Work (SOSW) criteria for promotion to Associate Professor are:

1. Teaching Criterion

Provides leadership and guidance regarding curriculum issues and in the development, delivery, and evaluation of academic courses, which may be evidenced by documentation of:

- a. Earning positive student evaluations;
- b. Serving as member of thesis committees;
- c. Serving as a teaching resource to other faculty;
- d. Demonstrating leadership in course and curriculum development activities;
- e. Developing and implements innovative teaching in the area of expertise;
- f. Developing connections to the professional community that foster stronger working relationships between social work faculty and practicum/service learning sites.

2. Service Criterion

Leadership in professional or academic activities, which may be evidenced by

documentation of:

- a. Chairing or provides leadership on School of Social Work committee;
- b. Developing policy for the School;
- c. Serving as School representative to a state/regional organization;
- d. Providing leadership on a College/University committee;
- e. Serving as a consultant to colleagues in area of expertise at state level;
- f. Providing leadership in professional organizations.

3. Research/creative activity criterion

Initiates, designs, executes, and reports original research independently or in collaboration with others. Provides consultative assistance related to research to faculty and/or other professionals. Expertise is recognized within the state and region. Achievement of the criterion may be evidenced by documentation of:

- a. Publishing research in refereed journals;
- b. Reporting research activities at regional and national meetings through papers and poster presentations;
- c. Designing and implementing research projects or program evaluation projects;
- d. Consulting on research that is sought by faculty members;
- e. Authoring chapter for book;
- f. Securing external support for research proposals;
- g. Publishing non-research manuscripts as monographs, book sections, or as articles;
- h. Serving as guest editor of a journal issue.

Criteria for Promotion to Professor

A. Regent's Criteria for Promotion to Professor are:

1. Appropriate degree: A terminal degree in the discipline or appropriate field;
2. Evidence of exemplary teaching and service;
3. If the candidate has a tripartite workload, evidence of exemplary research/creative activity;
4. Five years at the rank of Associate Professor, of which three must be at University of Alaska Anchorage.

Application of the criteria for Promotion to Professor

The key term in the evaluation is “exemplary,” which is taken to mean “serving as a positive model for others.” The candidate must demonstrate exemplary performance for each component of the workload. If so, the recommendation will be to promote. If the recommendation is against promotion, the reviewers will state objectively how the candidate fails to meet this requirement.

B. School of Social Work (SOSW) criteria for promotion to Professor are:

1. Teaching Criterion

Provides leadership and consultation in matters related to social work practice, education, and curriculum within the University and outside the institution, which may be evidenced by documentation of:

- a. Earning consistently positive student evaluations;
- b. Serving as a visiting lecturer or as a consultant in curriculum/program development for agencies or individuals outside the School of Social Work;
- c. Functioning as an evaluator of other social work programs;
- d. Serving as a consultant in areas such as content, curriculum development; practice, program planning, and evaluation.
- e. Earning recognition and honors for teaching excellence;
- f. Establishing a record of development and dissemination of innovative teaching methods;
- g. Contributing nationally to the body of knowledge related to social work education and practice;
- h. Playing an exemplary role in providing connections to the professional community that foster stronger working relationships between social work faculty and practicum/service learning sites.

2. Service Criterion

Leadership and influence in developing major directions and policies related to professional and academic organizations at the state, regional, and national levels, which may be evidenced by documentation of:

- a. Providing leadership in the academic undertakings of the School of Social Work;
- b. Representing the School at regional and national meetings;
- c. Chairing a College/University committee;
- d. Chairing and/or serving on special review groups, task forces, and policy making bodies;
- e. Providing leadership in regional and national organization(s);
- f. Serving as a consultant to colleagues in area of expertise at regional and/or national level;

- g. Contributing significantly to a major policy-making body of a service oriented community organization.

3. Research/creative activity criteria

Independently (or as lead investigator) initiates, designs, executes, and reports original research. Expertise on research is recognized nationally. Research consultation is solicited by individuals beyond the local area (i.e., throughout the state or region). Achievement of the criterion may be evidenced by documentation of:

- a. Demonstrating continued productivity through publication in refereed professional journals and presentations at national and international conferences;
- b. Earning appointment to regional and national research review boards and committees;
- c. Obtaining significant external funding to support research interests;
- d. Establishing a reputation for outstanding scholarship in areas of expertise at local, regional, and national level;
- e. Serving as editor or on editorial board for professional journal;
- f. Mentoring junior faculty in research;
- g. Authoring a book.

Criteria for Tenure

Candidates for tenure who are at the level of Associate Professor will be reviewed for evidence of sustained, long-term success in teaching, service and research / creative activity (as appropriate) at the level of Associate Professor and the prospects for faculty member's continued professional growth and development.

Candidates for tenure who are at the level of Professor will be reviewed for evidence of sustained, long-term success in teaching, service and research / creative activity (as appropriate) at the level of Professor.

Preparation of Files for the Review Process

It is the responsibility of the candidate to submit a complete and well-organized file for review. The purpose of the file is to provide documentation of the faculty member's activities during the review period. Careful preparation of the file is critical to a successful review outcome. Reviewers are dependent upon materials submitted for reaching conclusions about retention, tenure, promotion, or periodic review. It is the responsibility of the faculty member to provide sufficient evidence upon which the reviewers can base their conclusion. Reviewers do not solicit

additional information.

The preparation of the file is time-consuming. Faculty need to use judgment in deciding which materials to include in the file. Assistance is available from the Director of the School of Social Work and colleagues. Faculty are advised to review files successfully submitted by other faculty members. Faculty are encouraged to resist the temptation to add bulk to the file. Select the best evidence available for documenting an activity. See the UAA Faculty Handbook for what is to be included in the file.

The file should be submitted in a binder(s) that secures the contents. The different sections of the file should be organized with tab separators to allow reviewers to quickly find information. A copy of the complete file should be kept by the faculty member.

The Appeal Process

A faculty member may appeal a decision involving promotion, tenure, or non-retention, with the Chancellor. Information regarding an appeal is available from the Office of Academic Affairs.