



GUIDELINES FOR PROMOTION & TENURE CRITERIA OF FACULTY

The following guidelines for promotion and tenure of faculty in the Sandler School of Social Work (SSW) are designed to expand and clarify the criteria listed in *The College of Social Work and Criminal Justice Tenure and Promotion* document. In general, faculty being considered for promotion to Associate Professor and for tenure in the SSW shall at a minimum demonstrate excellence in both research and teaching and competence in service activities. In general, faculty being considered for promotion to Professor in the SSW shall at a minimum demonstrate distinction in research and teaching and excellence in service.

	Associate Professor	Professor
Research	Excellence	Distinction
Teaching	Excellence	Distinction
Service	Competence	Excellence

The criteria outlined below reflect the areas above.

The following sections specify SSW guidelines for tenure, promotion from Assistant Professor to Associate Professor, and promotion from Associate Professor to Professor. Candidates being considered for promotion to Associate Professor and tenure shall show clear and convincing evidence of emerging stature as regional and national authorities unless their work assignments are specifically at the local or state level. Evidence of quality of performance in these areas is to be demonstrated by some combinations of indicators listed below. Candidates being considered for promotion to Professor shall show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignments and the missions of the Sandler School of Social Work. Unless the candidate’s assignments are specifically regional, they should demonstrate national or international recognition in their fields and the likelihood of maintaining that stature.

Criteria for Promotion and Tenure

This section specifies discipline-specific criteria regarding teaching, research and scholarship, and service, for tenure and also for promotion to either Associate Professor or Professor.

Teaching:

Assistant Professors who are being considered for tenure and for promotion to the rank of Associate Professor are expected to provide high quality instruction, to consistently model professionalism and core social work values in their instructional efforts, to provide mentorship and advisement to students, and to demonstrate expertise in the content areas in which they teach.

Associate Professor who are being considered for promotion to the rank of Professor are expected to demonstrate the intellectual distinction and academic integrity expected of all faculty members via previous promotions. Further, the candidate are expected to have added substantially to an already distinguished teaching record. The candidate must meet all criteria that were met for promotion to Associate Professor, as well as Criterion 7: providing high quality leadership in the area of teaching, including mentoring and advising activities.

Teaching activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of teaching activities remains with the faculty member documenting these achievements. Table 1 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 1. TEACHING	
Criteria	Examples of Evidence <i>Supporting Documents:</i> <i>Peer Evaluations, Student Perception of Teaching (SPOT), Award Letter, Annual evaluations, etc.</i>
Promotion to Associate Professor and for Tenure (Excellence) For additional information and specificity, please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website	
1. Provides high quality instruction	Effectiveness of teaching materials <ul style="list-style-type: none">• States clear and relevant course objectives in syllabi• Clearly communicates course requirements and grading system• Demonstrates consistency among objectives, units of study, and assignments• Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas• Develops syllabi of sufficient depth and breadth

	<ul style="list-style-type: none">• Addresses major professional and practice issues pertinent to course content <p>Effectiveness of course instruction</p> <ul style="list-style-type: none">• Organizes material well and structures course sessions in ways that are conducive to learning• Presents concepts with clarity, and in a manner readily understood by students• Uses a variety of teaching methods and media to respond to various student learning styles• Uses an engaging instructional style that stimulates interest and thought, pacing material well• Maintains rigor, teaching at the appropriate level• Evaluates students fairly and appropriately• Regularly seeks feedback from students regarding teaching effectiveness• Receives positive student evaluations• Receives positive evaluations from direct peer observation• Has received School or University teaching awards or other professional recognition of teaching excellence• Involves students in critical thinking about their academic work and their practice experience
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**TABLE 1. TEACHING
(Continued)**

Criteria	Examples of Evidence
1 cont'd	<ul style="list-style-type: none"> • Develops and utilizes technology in teaching, including course management software, websites, and other state-of-the art technological advances • Provides students prompt, detailed, and constructive feedback • Is sensitive to students' needs in course work and responds to such needs appropriately • Has a strong grasp of the knowledge and skills of the field in which he or she teaches and synthesizes such knowledge and skills in course content
2. Demonstrates expertise in content area	<ul style="list-style-type: none"> • Has significant practice experience in the course content area and draws on that experience appropriately, thereby demonstrating practice competence in the classroom • Maintains up-to-date knowledge in content area • Has capacity to integrate theory with practice and draws on this capacity in the classroom • Guest lectures in the classes of colleagues
3. Contributes to curriculum development	<ul style="list-style-type: none"> • Reflects evidence-based practices in syllabi and course instruction • Incorporates current and diverse readings that reflect latest developments in the profession • Contributes to curriculum revision at a programmatic level • Develops new courses
4. Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness	<ul style="list-style-type: none"> • Uses university resources to enhance course content and delivery • Manifests steady progress in teaching expertise, including course preparation, structure, readings, and achievement of course objectives as evidenced by course evaluations • Exhibits increasing breadth in teaching and instructional experiences over time • Participates/attends instructions development training /workshops

**TABLE 1. TEACHING
(Continued)**

Criteria	Examples of Evidence
5. Models professionalism and core social work values	<ul style="list-style-type: none"> • Creates an affirming and inclusive climate for student learning and professional development • Consistently models a high level of respect and appreciation for diversity and inclusiveness • Creates and fosters learning experiences in and outside of the classroom that help students grow in self-awareness and understanding of privilege and oppression • Responds appropriately and respectfully to student questions and comments • Is regularly on time and well prepared for class • Makes oneself available to students outside class as evidenced by keeping posted office hours and/or providing timely responses to e-mails • Promotes understanding of professional social work values and ethics • Uses the inherent authority of the faculty position in accordance with the NASW Code of Ethics
6. Provides responsive and effective mentorship to students and colleagues	<ul style="list-style-type: none"> • Directs independent studies, serves on capstone committees • Encourages students to join professional organizations, attend conferences, and make presentations (supporting document Personal Statement) • Engages students in service learning projects
<p>Additional Criteria for Promotion to Professor (Distinction)</p> <p>For additional information and specificity please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website</p>	
7. Takes a leadership role in any teaching areas	<ul style="list-style-type: none"> • Develops proposals for and implements new courses in response to professional and research advances • Develops new online courses • Develops, organizes and/or maintains a certificate program • Obtains teaching or training-related grants • Is nominated for or wins an award for excellence in teaching • Develops innovative technologies and teaching techniques • Acts as lead instructor for a course • Publishes social work textbooks (if research based see research criteria)

	<ul style="list-style-type: none"> • Publishes books about social work or college instructional approaches/methods (if research based see research criteria) • Publishes other instructional materials • Disseminates new information related to teaching and instructional activities at professional conferences such as Council on Social Work Education (CSWE) or Society for Social Work and Research (SSWR) • Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, and national public audiences • Is nominated for or wins an award for excellence in advising • Mentors instructors, adjunct professors, and/or assistant professors in teaching philosophies, strategies, and techniques • Provides mentorship resulting in students obtaining grants, winning awards, presenting at conferences or publishing in journals
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Research and Scholarship:

Research is an essential aspect of the mission of Florida Atlantic University and the Sandler School of Social Work. From a discipline-specific perspective, social work research should be translational and informed by the values of the profession, including the commitment to social justice, service, integrity, and the dignity and worth of all people. Scholarly activities in the Sandler School of Social Work involve the formulation, generation, and dissemination of new knowledge, as well as its refinement, application, and/or its capacity to address critical bio-psycho-social-spiritual concerns. Original research is defined as expanding the understanding of social phenomena and social issues through a variety of rigorously applied methods. The unique discipline-specific nature of social work is such that collaboration in research is paramount; collaboration can be within the discipline and across disciplines and also can involve community partners.

The process of research (scholarly productivity) is an integral and indispensable part of the university's basic function to create, preserve, and transmit knowledge and otherwise facilitate student learning. Thus, research is considered to be an essential faculty role responsible for maintaining the individual faculty member's competence, contributing to the education of students, and advancing the interests of one's profession and the needs of society. Therefore, intellectual contributions or research productivity should be considered in tenure and promotion decisions. The Sandler School of Social Work defines research as *"the production and formal communication of creative scholarly work...To qualify as Research, activities must produce outcomes that are disseminated and subjected to critical peer review or evaluation by the scholarly community, and those outcomes should serve the growth of knowledge in a field or be of significant practical use."*

The SSSW defines three categories of research:

- **Basic or discovery scholarship** (often referred to as discipline-based scholarship) that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of the discipline.
- **Applied or Integration/application scholarship** that synthesizes new understandings or interpretations of knowledge or technology; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of social work.
- **Teaching and learning scholarship** that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of social work. The undertaking of systematic inquiry about student learning which is informed by prior scholarship on teaching and learning. This research is disseminated with peer review.

Social work Assistant Professors who are being considered for promotion to the rank of Associate Professor and tenure are expected to have a record of sustained and effective involvement in the area of scholarship as described here. Some scholarly activity is given greater weight in promotion and tenure decisions than others. For example, candidates should have a clearly defined primary area of research emphasis – supplemental areas are given consideration but with lesser weight. Publications in peer-reviewed journals are given more weight than presentations and chapters/books. Lead authorship and/or evidence that candidate's scholarly contribution was major are also given greater weight with promotion and tenure decisions.

Social work Associate Professors who are being considered for promotion to the rank of Professor are expected to demonstrate the intellectual distinction and academic integrity expected of all faculty members via previous promotions. Further, it is expected that the candidate has added substantially to a distinguished scholarly record and has established a national and/or international reputation (or both) resulting from his/her vigorous high quality scholarship. The candidate being considered for promotion to Professor in the Sandler School of Social Work must meet the criteria previously met for promotion to Associate Professor, and then further, shall meet some of the additional criteria listed in Table 2.

A faculty member's research activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of research activities remains with the faculty member documenting these achievements. Table 2 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 2. RESEARCH

CRITERIA	Examples of Evidence Supporting Documents: Personal Statement, CV, External Reviewers, Published Manuscripts, Award Letters , Annual Evaluations, etc.
<p>Promotion to Associate Professor and for Tenure (Success/Excellence)</p> <p>For additional information and specificity, please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website</p>	
<p>1. Establishes primary area of scholarship</p>	<ul style="list-style-type: none"> • Builds identity within the area locally, regionally, and/or nationally • Is noted/respected for written work as emerging leader in the field • Applies sophisticated and appropriate methodological techniques • Disseminates scholarship <ul style="list-style-type: none"> ○ Publishes work in peer-reviewed journals ○ Publishes research based books • Publishes research based book chapters • Is cited and recognized by other scholars • Receives invitations based on scholarly merit to submit articles, chapters, or other scholarly products (invitation letter or email) and submission is disseminated • Presents at conferences • Employs innovative methods for dissemination via various forms of media • Develops collaborative partnerships intra-, inter-, and/or trans-disciplinarily
<p>2. Is involved in community-engaged research</p>	<ul style="list-style-type: none"> • Applies research to effect community change efforts, in particular, with vulnerable populations • Engages in collaborative research with community partners • Applies research to community development activities • Disseminates findings with and/or to community stakeholders

<p>3. Displays creativity/originality of work</p>	<ul style="list-style-type: none"> • Articulates how work makes new and meaningful contributions to field • Pursues innovative lines of inquiry • Develops new ways of conceptualizing research within their area of expertise • Develops innovative collaborative partnerships • Develops and disseminates unique and useful social work models, methods, instruments, applications, and products that are translational
<p>4. Engages in professional development</p>	<ul style="list-style-type: none"> • Presents at peer-reviewed conferences locally, nationally, internationally • Presents at workshops • Participates in workshops and/or additional training methods • Demonstrates willingness to mentor others (faculty and/or students) and actually mentors others (faculty and/or students)
<p>Additional Criteria for Promotion to Professor (Distinction)</p> <p>For additional information and specificity please refer to the Provost's University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost's website</p>	
<p>5. Exhibits high levels of scholarly attainment and distinguishes self nationally and internationally</p>	<ul style="list-style-type: none"> • Meets Criteria 1 through 4 and extends scholarly contributions nationally and internationally. • Produces consistent and extended body of research and publications on author's topic in the top refereed journals of the social work profession and/or refereed journals in cognate disciplines, both nationally and internationally • Continues to produce publications of theoretical and empirical scholarship • Displays innovative scholarship • Serve as first author on a number of publications and as co-author with colleagues of equal or lesser rank and/or doctoral students • Serves as editor-in-chief of influential scholarly or professional journals • Writes widely recognized book(s) • Serves as editor of widely recognized book(s) • Receives honors, awards, or recognitions by national or international professional organizations and societies • Receives reviews attesting to the author's important

	<p>leadership in advancing knowledge in area(s) of focus</p> <ul style="list-style-type: none">• Produces scholarship that draws interest and contributes to recruitment of high-quality faculty and doctoral students to the Sandler School of Social Work• Serves as Chair for theses, capstones or dissertations• Documents a record of applying for and/or obtaining extramural research Documents a record of applying for and/or obtaining extramural research funding (faculty should specify role)
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Service

From its inception, service has been one of the core values of the social work profession; it remains an important aspect of the mission of the Sandler School of Social Work and the University. Therefore, a record of sustained service is required of all promotion and tenure candidates.

Faculty members are expected to make regular, conscientious, valuable contributions to the greater public good to the School, the University, the profession, and larger society. Effective service within the School, including participation in maintaining a culture of socially just and inclusive practice, as well as advancing the School's mission, is essential.

The faculty of the Sandler School of Social Work acknowledge that early in a faculty member's career the primary emphasis should be developing their research and teaching. Service expectations increase as the faculty member becomes more experienced. Evidence of leadership is expected in the later years of the appointment to Associate Professor, and is required for consideration for promotion to Professor. Candidates applying for promotion to Professor should have continued to participate in campus events and to serve in leadership roles on departmental, college, and university committees.

Table 3 lists evidentiary indicators of professionally meritorious activities consistent with fulfillment of the criteria. Not all faculty members will focus on all of these criteria; however, expertise should be demonstrated in critical subsets to demonstrate a significant level of service.

Candidates for promotion to the rank of Professor in the Sandler School of Social Work are expected to meet all criteria for service previously met for promotion to Associate Professor and have added substantially to demonstrate a distinguished service record as evidenced by meeting the additional criteria and providing high quality leadership in the area of service.

The candidate's service activities shall be evaluated based upon documented evidence offered

by the faculty member. The burden of proof of relevance of service activities remains with the

faculty member documenting these achievements. Table 3 contains a brief description and examples of how each element can be demonstrated, and examples of how these can be measured.

The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 3. SERVICE

Criteria	Examples of Evidence Supporting Documents: Personal Statement, CV, Annual Evaluations, etc.
<p>Promotion to Associate Professor and for Tenure (Competence)</p> <p>For additional information and specificity, please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website</p>	
<p>1. Supports the mission and functioning of the School, College and the University</p>	<ul style="list-style-type: none"> • Participates on or chairs School committees • Participates in School, College and student-sponsored events • Contributes to the development and revision of policies, protocols, and/or programs • Participates as an engaged member of College or University committees • Participates in University-sponsored events that showcase the School, College and its faculty • Contributes to the creation of collaborative interdisciplinary partnerships that link the School to other units of the University • Receives awards related to service and community participation
<p>2. Supports the mission and functioning of the Profession</p>	<ul style="list-style-type: none"> • Holds leadership position(s) in local, state, regional, national, or international professional organizations or associations • Provides leadership for a professional conference and/or institute • Serves as a manuscript reviewer for professional journals • Serves as an abstract reviewer for professional conferences • Contributes to creating and sustaining effective communication and collaboration by the School, College, external professional groups, and the University • Disseminates findings and activities of professional boards and committees to colleagues, students, and the field • Strengthens professional policies and programs by integrating research and evidence-based policies and practices • Positions the profession as a clear contributor to the solution of society’s complex challenges with the University and the community

**TABLE 3. SERVICE
(continued)**

Criteria	Evidence
<p>3. Collaborates with others to respond to community, state, national, and global needs and issues</p>	<ul style="list-style-type: none"> • Develops creative/innovative service learning projects that improve delivery of social services and/or the advancement of social justice • Provides consultation to local, state, national, or international agencies or organizations • Participates in leadership position(s) with community, state, national, and/or organizations that improve the welfare of individuals, families and communities • Presents research and evidence-based findings to boards, study commissions, and/or legislative bodies whose work impacts the public • Contributes to the design, redesign, or adaption of policies and practices that affect service delivery to families and communities through capacity-building technical assistance • Contributes to collaborative learning experiences with external community, state, national, and international partners to improve student and practitioner knowledge and skills • Creates and supports opportunities for students to participate in and contribute to the efforts of international and global organizations committed to improving the welfare of diverse populations

TABLE 3. SERVICE (continued)	
Criteria	Evidence
Additional Criteria for Promotion to Professor (Excellence)	
For additional information and specificity please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website	
4. Takes a leadership role in any of the above service areas	<ul style="list-style-type: none"> • Holds leadership positions on College committees • Holds program leadership positions within the School that involve budgetary and personnel management responsibilities • Serves as a formal mentor to a Sandler School of Social Work faculty member(s) • Serves on editorial boards of professional journals • Serves as an external reviewer for a faculty member’s promotion and/or tenure at another university • Is recognized with honors and tributes for distinguished service
Additional Criteria (Distinction)	
For additional information and specificity please refer to the Provost’s University Tenure and Promotion Guidelines memo on and the University documents that can be found on the Provost’s website	
5. Takes a leadership role in any of the above service areas	<ul style="list-style-type: none"> • Holds leadership position(s) on University committees • Serve in College or University-wide leadership roles • Serves as a formal mentor to a faculty member on University committees or bodies • Serves as an officer, board member or a chairperson of a national or international professional organization • Scholarship/expertise is recognized and utilized regionally, nationally, and/or internationally by others, such as policy boards, governmental, or non-governmental organizations • Serves on peer review panels for grants