

# THE UNIVERSITY OF GEORGIA SCHOOL OF SOCIAL WORK PROMOTION AND TENURE GUIDELINES

(Revised and Approved by Dean and Faculty, April 10, 2015  
Approved by Provost, August 31, 2015)

## I. PREAMBLE

The mission of the University of Georgia School of Social Work is to prepare professionals and scholars who are committed to positive change through ethical social work interventions at the individual, familial, communal, organizational, and societal/or global level. Intervention is based upon an understanding of the ecological perspective, is driven by a commitment to social justice and diversity, and is grounded in systematic inquiry. The University of Georgia School of Social Work is committed to the development and dissemination of relevant knowledge in support of social work practice.

The purposes of the UGA School of Social Work are:

- To provide comprehensive professional social work education at the BSW, MSW, and Ph.D. levels.
- To organize and to deploy its educational resources toward the task of strengthening and improving the quality of the delivery of social/human services.
- To develop and disseminate the knowledge base for social work practice.

The school's mission as the flagship school of social work of the State of Georgia is carried out within the environment of The University of Georgia, the premier land grant university in the State of Georgia, committed to providing academic leadership in teaching, research, and service. Within the School of Social Work, it is the culture to appreciate collegiality and the contributions of all faculty members. It is fully recognized that the combined work of all faculty members with different roles and talents is needed to carry out the mission and purpose of the school. Criteria for appointment, promotion and tenure are reflective of that mission and purpose. In all matters related to promotion and tenure, the School of Social Work will carefully adhere to the *University of Georgia Guidelines for Appointment, Promotion and Tenure*. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the *University's Guidelines*. All faculty are expected to be familiar with both this PTU document and the *University's Guidelines*. If any inconsistency or discrepancy is found between this document and *the University Guidelines*, this document will supersede the *University's Guidelines*. And if this PTU document does not address a certain issue, the *University's Guidelines* will supersede this document. As noted in the *University Guidelines* (Section X.B.) with respect to tenure, "Tenure review committees are responsible for considering whether or not candidates are likely to continue to be active and productive scholars over the extended period of time that tenure supposes. The decision to grant tenure is one of the most important decisions that faculty members and administrators make as stewards of the

institution". This document and discipline-specific criteria shall be accepted by the faculty within the School of Social Work, and shall be reviewed and approved by the Dean of the School of Social Work and the Senior Vice President for Academic Affairs and Provost. New faculty members shall be provided with this PTU document and *University's Guidelines*. In addition, any changes or updates to this PTU document shall be approved by the faculty, dean, and provost. All revisions and approval dates will be listed in the PTU document.

## **II. FACULTY DEVELOPMENT AND SUPPORT**

1. All new, untenured faculty members will select as a mentor a School of Social Work (SSW) faculty member at the rank of Associate or Full by the end of the first semester of their appointment. The mentor will assist with the development of a clear research agenda and subsequent publishing, instructional assistance and feedback, and a clear plan of service contributions. Until the new faculty member selects their mentor, the Associate Dean will temporarily fill the role. The Associate Dean can also serve as a resource to provide input as new faculty members make their selection of a mentor.
2. During the first three years of appointment, new faculty members are expected to work closely with their mentors in establishing their line of scholarly inquiry and teaching quality.
3. The Dean carries out an annual review of performance with new faculty members each year to assess their progress toward promotion and tenure, identify areas for improvement, and set up a plan for the following year, including provisions for support and resources.
4. In addition, consistent with UGA Guidelines, all faculty in the School of Social work must undergo a written Annual Evaluation conducted according to the defined discipline-specific criteria of this PTU document. Faculty progress toward achieving the discipline-specific criteria must be clearly documented in writing.

## **III. PROCEDURES FOR PROMOTION AND TENURE**

### **1. Prior Service**

Prior service as a faculty member at another accredited school of social work may qualify for consideration in meeting the requirements for years in rank. A maximum of three years probationary credit may be granted upon request at the time of appointment.

### **2. Selection of Promotion and Tenure (P & T) Chair**

A P & T Chair, who shall be a Full Professor, is elected by majority vote of the faculty (tenure-track and clinical faculty) for a three-year period with consecutive terms of

service possible. If the P & T Chair is unable to fulfill his/her duties, the Dean will appoint an interim chair within ten days of the P & T Chair's notification, and the interim Chair will carry out the duties of the P & T Chair. If the P & T Chair is unable to resume his/her duties within 30 days, an election will be held to select a new P & T Chair.

### **3. Duties of P & T Chair**

The chairperson is responsible for the following duties (**Please see the Timeline table on pp. 3-5 for when each duty needs to be carried out**):

- Oversee the process for both third-year review and promotion and tenure.
- Meet with the candidate to start the process and discuss procedures.
- Make candidates' files available to all eligible faculty for examination, and maintain a log, which faculty members shall initial to indicate their having reviewed the files (accomplished through the dean's secretary).
- Oversee selection of referees, secure letters from candidates' referees, and add such letters to candidates' files.
- Call meetings as necessary to conduct P & T review.
- Conduct the voting meeting prior to the deadline.
- Arrange for any absentee voting.
- Forward the dossier, ballots, and the tally to the dean.
- Provide the candidate with a written report of review decisions.
- Assure that any letters or other materials that must remain confidential are filed in a manner and place that ensures confidentiality.

### **4. Time Line**

	<b>Third-Year Review</b>	<b>Tenure Review</b>	<b>Promotion Review</b>
Occurs in the Spring semester of the third year of appointment for assistant professors.	✓		
Preliminary reviews occur in the Spring semester of the fifth year, prior to applying for promotion and tenure the fall of the same calendar year.		✓	✓ (From Assistant to Associate Professor)
Preliminary reviews occur in the Spring semester prior to the academic year in which the promotion review process would occur.			✓ (From Associate to Full Professor)
The candidate will submit a letter requesting to be considered for promotion and/or tenure to the Dean <b>by the middle of January</b>		✓	✓
The Dean will inform the P & T Chair of the letter <b>within one week.</b>		✓	✓
The P & T Chair will meet with the candidate by <b>the end of January</b> to start the process and discuss procedures.	✓	✓	✓
The candidate should submit a complete dossier (one hard copy as well as an electronic copy) to the P & T Chair by <b>the first week of March.</b>	✓	✓	✓
The candidate may add additional material (e.g., evidence of award of a grant, acceptance of a publication, or other significant achievement) to the dossier at any time during the review by submitting the material to the P & T Chair.	✓	✓	✓
The P & T Chair will make the dossier available to the eligible faculty <b>at least two weeks prior to the review meeting.</b>	✓	✓	✓
The review will take place no later than <b>the middle of April.</b>	✓		
The preliminary review will take place no later than <b>the middle of April.</b>		✓	✓
The P & T Chair will provide the candidate with a written report			

regarding the candidate's progress toward promotion and/or tenure by <b>the end of Spring semester.</b>	✓	✓	✓
The candidate may reply in writing to the P & Chair's written report <b>within 30 days of the receipt of the written report.</b>	✓	✓	✓
Over the summer months, the P & T Chair will solicit external reviews of the candidate's materials and add these letters to the dossier by <b>the end of August.</b>		✓	✓
A formal review of the entire dossier and voting will take place by <b>the end of September.</b>		✓	✓
<b>Following the formal review,</b> the P & T Chair will forward the candidate's dossier, ballots, and the tally to the Dean.		✓	✓
The P & T Chair will provide the candidate with a written report regarding the results of the vote, including the tally, <b>within two weeks of the meeting.</b>		✓	✓
The Dean will prepare a cover letter of the dossier.		✓	✓
The candidate will have <b>five working days</b> to read and respond in writing to any cover letter and/or rationale before it goes forward for review at the University level.		✓	✓
The Dean will forward the dossier, along with the cover letter and the tally of votes for review at the University level by the University-designated date.		✓	✓

## 5. The Third-Year Review

Third year reviews shall be stringent and straightforward. Assistant Professors shall present strong evidence of substantial progress toward meeting standards for promotion and tenure to Associate Professor.

The complete dossier shall include updated C.V., evidence of accomplishments in teaching, research, and service, including such documents as student and peer

evaluation of teaching performance, samples of innovative course syllabi, copies of publication and other scholarly efforts, and any materials listed in the University's promotion and tenure guidelines.

Tenured faculty at the rank of Associate Professor and Professor will thoroughly review the candidate's achievements and performance in teaching, research, and service and then vote to recommend whether progress toward promotion and tenure is sufficient by a secret-ballot.

The P & T Chair will prepare a written report regarding the candidate's progress toward promotion and/or tenure, including comments and recommendations from the review meeting, and provide the candidate with the written report. The candidate may reply in writing to the written report, and any reply becomes part of the report. The P & T Chair's report and any response by the candidate will be included in the promotion and tenure dossier. The Dean of the SSW has the prerogative for the renewal of the contract for subsequent years based on the third-year review.

## **6. Promotion and/or Tenure Review**

### **a. Dossier**

Candidates shall compile their dossier, which is a SSW requirement to facilitate a full review, minus the external review letters, for the preliminary review. Evidence of accomplishments in the areas of research, teaching, and service will be assembled by the candidate and will include material addressing Sections III and IV listed in the *Promotion and Tenure Electronic Dossier Checklist* of the *University's Guidelines* (Section XI, Appendix G).

### **b. Preliminary Review**

Tenured faculty at and above the rank for which the candidate is applying will review the completed dossier and decide whether or not to proceed with the promotion and/or tenure process for the faculty requesting preliminary review. It is the responsibility of each voting-eligible faculty member to carefully review the candidate's dossier before the meeting and to indicate by initialing the log.

Voting Procedures: Discussion of each candidate's dossier for tenure and/or promotion will be followed by a secret-ballot vote of "Yes" or "No" for tenure and another vote of "Yes" or "No" for promotion. *Quorum* consists of at least 2/3 of the eligible faculty members. *Proxy votes* and *abstentions* are not allowed. *Absentee ballots* are allowed if an eligible faculty member notified the P & T Chair of a legitimate reason for absence in advance, and has reviewed the candidate's dossier. However, absentee ballots do not count toward the quorum. Absentee ballots must be cast in writing as long as they are received by the P & T Chair before the meeting begins. Votes will be counted by the P & T Chair and one other eligible faculty. A favorable recommendation for proceeding with the promotion and/or tenure process

requires a positive vote from at least a 51% majority of the participating eligible faculty. The outcome of the vote for preliminary consideration will not appear in the dossier for the formal review in the fall. The P & T Chair will provide the candidate with a written report regarding the candidate's progress toward promotion and/or tenure.

**c. Selection of External Reviewers and Obtaining Letters**

If the preliminary review is positive, the P & T Chair will solicit external reviews of the candidate's materials from person who are recognized scholars in relevant areas and add them to the dossier. External reviewers will be tenured faculty of a rank equal to or higher than that of the candidate. To avoid any conflict of interest, external reviewers should not include the candidate's former instructors, dissertation chairs, fellow students, colleagues with whom the candidate has served at other institutions, co-authors, or co-investigators.

The candidate constructs a list of up to six potential external reviewers and their qualifications as reviewers. The candidate also constructs a list of no more than three individuals who may not be contacted as external reviewers, and the P & T Chair and other eligible voting faculty may not contact these individuals about the candidate's promotion and/or tenure review. Preferably five external reviews will be obtained, and the P & T review cannot be conducted with fewer than four external reviews. At least two of the reviews must be from a list of potential external reviewers supplied by the candidate. External reviews must include at least two letters from individuals not on the candidate's approved list.

The P & T Chair will send materials to these reviewers for assessment. These shall include at least a. criteria under which the candidate is to be reviewed; b. updated CV; and c. publications and other scholarly efforts. C.V.'s of external reviewers will be requested with their letters as evidence of qualifications to assess the candidate's scholarship.

**d. Official Review**

Tenured faculty at and above the rank for which the candidate is applying will meet and discuss the completed dossier, including external reviews, and decide whether or not to recommend for tenure and/or promotion. It is the responsibility of each voting-eligible faculty member to carefully review the candidate's dossier before the meeting and to indicate so by initialing the log.

Voting Procedures: Discussion of each candidate's dossier for tenure and/or promotion will be followed by a secret-ballot vote of "Yes" or "No" for tenure and another vote of "Yes" or "No" for promotion. Quorum consists of at least 2/3 of the eligible faculty members. Proxy votes and abstentions are not allowed. Absentee ballots are allowed if she/he notified the P & T Chair of a legitimate reason for absence in advance and has reviewed the candidate's dossier. However, absentee

ballots do not count toward the quorum. Absentee ballots must be cast in writing as long as they are received by the P & T Chair before the meeting begins. Votes will be counted by the P & T Chair and one other eligible faculty. A favorable recommendation for tenure and/or promotion requires a positive vote from at least a 51% majority of the participating eligible faculty.

**e. Post-Review Activities**

The P & T Chair will forward the candidate's dossier and ballots to the Dean and provide the candidate with a written report regarding the results of the vote, including the tally. The Dean will prepare a cover letter of the dossier, and the candidate will read and may respond in writing to any cover letter and/or rationale before it goes forward for review at the University level. The Dean will forward the dossier, along with the cover letter and a tally of votes for review at the University level.

**GUIDELINES FOR PROMOTION AND TENURE OF FACULTY IN THE UNIVERSITY OF GEORGIA SCHOOL OF SOCIAL WORK**

Candidates for promotion and tenure shall have demonstrated competence in all areas of assignment and a high quality of scholarship and performance in r: (1) teaching, (2) research, (3) service. Weights placed on the three areas will be proportionate to the candidate's appointment letter and workload assignments. Evidence of quality of scholarship and performance is to be demonstrated by indicators listed in *The University of Georgia Guidelines for Appointment, Promotion, and Tenure* (Revised May 2004), and supplemented by the guidelines for the School of Social Work listed below.

The following guidelines for promotion and tenure of faculty of the UGA School of Social Work (SSW) are designed to expand and clarify the criteria listed in *The University of Georgia Guidelines for Appointment, Promotion and Tenure*. In general, faculty being considered for promotion to associate professor, for promotion to professor, and for tenure in the SSW shall demonstrate excellence in both research and teaching and good citizenship in service activities. The following sections specify the School of Social Work's guidelines for tenure, promotion from Assistant to Associate Professor, and promotion from Associate 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 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 both Associate Professor and Professor.

### **Teaching:**

Teaching is a primary function of the University of Georgia and includes a wide range of activities. Given the discipline-specific nature of social work, teaching is understood as inextricably linked to the responsibility to provide professional mentorship and advisement to both students and faculty (clinical, part-time, non-tenured tenure track faculty). School of Social Work faculty consistently demonstrate excellence in teaching in a variety of settings including formal academic or classroom contexts and field practice, interaction with students and colleagues in community-based agencies, and/or facilitating the transmission of knowledge to colleagues and practitioners in human service organizations. Effective, high-quality teaching makes a substantial contribution to the creative development and professional advancement of UGA School of Social Work graduates, social work faculty, and the overall social work profession (locally, regionally, nationally and globally).

Social Work 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 other faculty, and to demonstrate expertise in the content areas in which they teach. Excellence in field advising for candidates being considered for promotion to Associate Professor entails establishing effective relationships with students, field instructors, and agency personnel in addition to continuously monitoring student progress in the field.

When evaluating candidates for promotion to the rank of Professor in the School of Social Work, it is expected that the candidate has demonstrated 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 an already distinguished teaching record and has established a national and/or international reputation (or both) ordinarily resulting from his/her vigorous high quality leadership accomplishments in teaching. The candidate being considered for promotion to full professor in the School of Social Work must meet all criteria previously met for promotion to associate professor with the addition of criteria 9-providing high quality leadership in the area of teaching, including mentoring and advising activities.

**TABLE 1. TEACHING**

<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
1.Provides high quality instruction	<p><b>Effectiveness of teaching materials (Syllabus [S]; Student Course Evaluation [SCE])</b></p> <ul style="list-style-type: none"> <li>• States clear and relevant course objectives</li> <li>• Clearly communicates course requirements and grading system</li> <li>• Demonstrates consistency among objectives, units of study, and assignments</li> <li>• Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas</li> <li>• Develops syllabi of sufficient depth and breadth</li> <li>• Addresses major professional and practice issues pertinent to course content</li> </ul> <p><b>Effectiveness of course instruction</b></p> <ul style="list-style-type: none"> <li>• Organizes material well and structures course sessions in ways that are conducive to learning (SCE; Peer Evaluation [PE]; Past Student Letters of Support [PSLS])</li> <li>• Presents concepts with clarity, and in a manner readily understood by students (SCE; PE; PSLS)</li> <li>• Uses a variety of teaching methods and media to respond to varied student learning styles (S; SCE; PE)</li> <li>• Uses an engaging instructional style that stimulates interest and thought, pacing material well (SCE; PE; PSLS)</li> <li>• Maintains rigor, teaching at the appropriate level (SCE; PE; PSLS)</li> <li>• Uses team-based learning or other cutting-edge pedagogies (SCE; PE)</li> <li>• Evaluates students fairly and appropriately (SCE; PSLS)</li> <li>• Regularly seeks feedback from students regarding teaching effectiveness (SCE; Midterm Evaluation)</li> <li>• Receives positive student evaluations (SCE)</li> <li>• Receives positive evaluations from direct peer observation (PE)</li> <li>• Has received School or University teaching awards or other professional recognition of teaching excellence (CV; Proof of Awards/Nominations [PAN])</li> <li>• Interacts with students (including those with special educational and behavioral challenges) in a manner that is educationally appropriate and motivates students to learn (SCE, examples of written feedback provided to students [WF]; PSLS)</li> <li>• Is able to involve students in critical thinking about their academic work and their practice experience (PE)</li> </ul>

**TABLE 1. TEACHING**

<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
	<ul style="list-style-type: none"> <li>• Develops and utilizes technology in teaching, including course management software, websites, and other state-of-the art technological advances (SCE; PE)</li> <li>• Provides students with prompt, detailed, and constructive feedback (SCE, WF)</li> <li>• Is sensitive to students’ needs in course work and is able to respond to such needs appropriately (SCE)</li> <li>• 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 (S; SCE; PE; PSLs)</li> <li>• Enriches teaching by including stakeholders (e.g., clients, providers, advocates, interdisciplinary experts) in course development and implementation (S; SCE)</li> </ul>
2. Demonstrates expertise in content area	<ul style="list-style-type: none"> <li>• Has significant practice experience in the course content area and draws on that experience appropriately, thereby demonstrating practice competence in the classroom (CV; SCE; PE)</li> <li>• Maintains up-to-date knowledge in content area (SCE)</li> <li>• Has capacity to integrate theory with practice and draws on this capacity in the classroom (SCE; PE)</li> <li>• Guest lectures in the classes of colleagues (CV)</li> </ul>
3. Demonstrates high quality role as field practicum liaison	<ul style="list-style-type: none"> <li>• Develops and nurtures relationships with agencies and field instructors (Field Instructor Letter of Support [FILS]; Evaluation from Director of Field Education [EDF])</li> <li>• Establishes and maintains effective relationships with students, field instructors, and agency personnel (Student Evaluation of Liaison [SEL]; FILS; EDF)</li> <li>• Monitors student progress regularly, assessing performance and agency role in the professional education of the student (SEL; EDF)</li> <li>• Leads site visits, demonstrates knowledge of field practices/procedures/policies (SEL; FILS; EDF)</li> <li>• Reaches out to students who are members of underrepresented groups and provides support and advice (SEL; FILS; EDF)</li> <li>• Identifies and develops new field placements (FILS; EDF)</li> <li>• Keeps abreast of changes in service delivery systems that affect the quality of field placements (FILS)</li> <li>• Attends and participates in community boards and work groups (CV)</li> </ul>

**TABLE 1. TEACHING**

<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
4. Contributes to curriculum development	<ul style="list-style-type: none"> <li>• Reflects evidence-based practices in syllabi and course instruction (S; PE; SCE)</li> <li>• Incorporates current &amp; diverse readings that reflect latest developments in the profession (S)</li> <li>• Contributes to curriculum revision at a programmatic level (CV)</li> <li>• Develops new courses (S)</li> </ul>
5. Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness	<ul style="list-style-type: none"> <li>• Uses resources from the UGA Center for Teaching and Learning (PS)</li> <li>• Manifests steady progress in teaching expertise, including course preparation, structure, readings, and achievement of course objectives as evidenced by course evaluations (PE; SCE)</li> <li>• Exhibits increasing breadth in teaching and instructional experiences over time (PE; SCE)</li> <li>• Attends faculty development workshops (CV; Attendance Certificates [AC])</li> </ul>
6. Models professionalism & core social work values	<ul style="list-style-type: none"> <li>• Creates an affirming and inclusive climate for student learning and professional development (SCE; PE)</li> <li>• Consistently models a high level of respect and appreciation for diversity and inclusiveness (SCE; PE)</li> <li>• Creates and fosters learning experiences in and outside of the classroom that help students grow in self-awareness and understanding of privilege and oppression (SCE; PE)</li> <li>• Responds appropriately and respectfully to student questions and comments (SCE; PE)</li> <li>• Is regularly on time and well prepared for class (SCE; PE)</li> <li>• Makes herself/himself available to students outside class as evidenced by keeping posted office hours and/or providing timely responses to e-mails (S; SCE)</li> <li>• Promotes understanding of professional social work values and ethics (SCE; PE)</li> <li>• Use the inherent authority of the faculty position in accordance with the NASW Code of Ethics (SCE; PE)</li> </ul>
7. Provides responsive and effective mentorship to students and colleagues	<ul style="list-style-type: none"> <li>• Directs independent studies, serve on dissertation and master thesis committees (PS; CV)</li> <li>• Regularly meets with students around their professional development (PS; SCE; SLS)</li> <li>• Encourages students to join professional organizations, attend conferences, and make presentations (PS; SCE)</li> </ul>

**TABLE 1. TEACHING**

Criteria	Evidence (Supporting Documents)
	<ul style="list-style-type: none"> <li>• Regularly reaches out to individual students from nondominant groups such as students of color, LGBTQ, international, and older students to provide support and advice (SLS)</li> <li>• Works with and provides support to student caucuses (CV)</li> <li>• Continues to provide career advice and mentoring to students after graduation (PS; SLS)</li> <li>• Works collaboratively with other faculty members to provide support, expertise, and assistance when needed (PE)</li> </ul>
<p>8. Provides high-quality academic advising</p>	<ul style="list-style-type: none"> <li>• Establishes and maintains effective relationships with assigned student advisees or other students who seek their professional guidance (SCE; SLS)</li> <li>• Reaches out to students who are struggling and supports them in reaching their potentials (SCE; SLS)</li> <li>• Makes presentations about innovations in advising at CSWE or other professional conferences (CV; Conference Materials [CM])</li> <li>• Publishes manuscripts about changing trends or innovations in academic advising (CV)</li> </ul>
<p>9. Takes a leadership role in any of the above teaching areas (<b>Criteria for Promotion to Professor</b>)</p>	<ul style="list-style-type: none"> <li>• Chairs multiple dissertation committees (CV; PS)</li> <li>• Provides funding for multiple students (CV; PS)</li> <li>• Develops proposals for and implements new courses in response to professional and research advances (CV; S)</li> <li>• Develops new online courses (CV; S)</li> <li>• Develops and organizes a new certificate program (CV; Program Description [PS])</li> <li>• Obtains teaching or training-related grants (CV; Award Letters [AL])</li> <li>• Is nominated for or wins an award for excellence in teaching (CV; PAN)</li> <li>• Develops innovative technologies and teaching techniques (SCE; PE)</li> <li>• Acts as lead instructor for a multi-section course (PS)</li> <li>• Publishes social work textbooks (CV)</li> <li>• Publishes books, articles, or monographs about social work or college instructional approaches/methods (CV)</li> <li>• Publishes other instructional materials (CV)</li> <li>• Directs school-wide educational programs (e.g., BSW, MSW, Ph.D., MANOP, Field Education, Part-Time programs) (CV)</li> <li>• Leads and coordinates a global immersion program (e.g., Ireland, Ghana) (CV)</li> <li>• Disseminates new information at professional conferences such as CSWE or SSWR (CV; conference proceedings)</li> </ul>

<b>TABLE 1. TEACHING</b>	
<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
	<ul style="list-style-type: none"> <li>• Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, and national public audiences (CV)</li> <li>• Is nominated for or wins an award for excellence in advising (CV; PAN)</li> <li>• Makes presentations about innovations in advising at CSWE or other professional conferences (CV; CM)</li> <li>• Publishes manuscripts about changing trends or innovations in academic advising (CV)</li> <li>• Mentors less experienced faculty in teaching philosophies, strategies, and techniques (PS)</li> <li>• Mentors less experienced faculty in research, scholarship, career, and skill development (PS)</li> <li>• Provides mentorship resulting in students obtaining grants, winning awards, or publishing in highly regarded journals (SLS; PS; examples of students' work)</li> <li>• Provides intensive mentorship to struggling students so they are able to successfully complete their programs (SCE; SLS)</li> <li>• Provides mentorship to junior colleagues resulting in their selection for awards, funding, publishing, or other honors (PS)</li> <li>• Is nominated for or wins a mentoring award (CV; PAN)</li> </ul>
<p>Note: AC = Attendance Certificates; AL = Award Letters; CM = Conference Materials; CV = curriculum vitae; EDF = Evaluation from Director of Field education; ERL = External Review Letters; FILS=Field Instructor Letter of Support; LS = Letters of Support; PE = Peer Evaluations; PS = Personal Statement; PSLS = Past Student Letters of Support; S= Syllabus; SCE = Student Course Evaluations; SEL = Student Evaluation of Liaison; WF = examples of Written Feedback provided to students</p>	

Research and Scholarship:

Research is an essential aspect of the mission of the University of Georgia and of the 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 human beings. The School of Social Work also places emphasis on research that is informed by cultural humility, and makes contributions to society locally, regionally, state-wide, nationally, and globally. For the School of Social Work, scholarly activity involves the formulation, generation, and dissemination of new knowledge, as well as its refinement, application, and/or its capacity to address critical social concerns. Original research is defined as expanding the understanding of social phenomena and social issues through a variety of rigorously applied methods. Productive scholarship is defined as the systematization of knowledge and the construction of theory that has bearing on addressing persistent and emerging

social issues. Scholarship should extend to application. The unique discipline-specific nature of social work is such that collaboration in research is paramount; collaboration can be within the discipline, across disciplines, and also can involve community stakeholders. Extramural funding is understood as important to Social Work when resources garnered contribute to furthering the mission of the profession through scholarship.

Social work assistant professors 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 understood as having more weight than presentations. Lead authorship and/or evidence that candidate’s scholarly contribution was major, are also noted as having greater value. Candidates being considered for promotion to the rank of associate professor and tenure should have a track record of pursuing extramural funding (research, training, service) and should have received internal seed funding in support of this pursuit.

Social work associate professors 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 an already 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 full professor in the School of Social Work must meet the criteria previously met for promotion to associate professor, and then further, shall meet additional criteria specified in area number 6 below.

<b>TABLE 2. RESEARCH</b>	
<b>CRITERIA</b>	<b>EVIDENCE (Supporting Documents)</b>
1. Establishes primary area of scholarship	<ul style="list-style-type: none"> <li>• Builds identity within the area locally, regionally, and/or nationally (External review letter [ERL])</li> <li>• Is noted/respected for written work as emerging leader in the field (ERL)</li> <li>• Applies sophisticated and appropriate methodological techniques (ERL; PS; Published manuscripts [PM])               <ul style="list-style-type: none"> <li>○ Data collection, analysis</li> <li>○ Theory building/development</li> </ul> </li> <li>• Demonstrates progression of knowledge and theory with written materials (ERL; CV; PM)</li> <li>• Disseminates scholarship               <ul style="list-style-type: none"> <li>○ Publishes work in peer-reviewed journals (CV)</li> <li>○ Publishes books (CV)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Publishes book chapters (CV)</li> <li>○ Reference of candidates work by other scholars (PS)</li> <li>○ Invitations based on scholarly merit to submit articles, chapters, or other scholarly products (invitation letter or email)</li> <li>○ Presents at conferences (CV)</li> <li>○ Employs innovative methods for dissemination including various forms of media (CV)</li> <li>● Develops collaborative partnerships intra-, inter-, and/or trans-disciplinarily (CV; PS)</li> </ul>
2. Involved in community-engaged research	<ul style="list-style-type: none"> <li>● Applies research to effect community change efforts, in particular, with vulnerable populations (PS)</li> <li>● Establishes collaborative relationships with community partners (PS; LS)</li> <li>● Engages in participatory research activities (CV; PS)</li> <li>● Applies research to community development activities (CV; PS)</li> <li>● Disseminates findings with and/or to community stakeholders (CV; PS)</li> </ul>
3. Displays creativity/originality of work	<ul style="list-style-type: none"> <li>● Articulates how work makes new and meaningful contributions to field (PM; PS)</li> <li>● Pursues innovative lines of inquiry (CV; ERL; PM)</li> <li>● Develops new ways of conceptualizing (ERL; PM)</li> <li>● Develops new ways of translating knowledge in applied space ERL; PM; PS)</li> <li>● Develops innovative collaborative partnerships (CV; LS; PS)</li> <li>● Develops and disseminates unique and useful social work models, methods, instruments, applications, and products that are translational (CV; ERL; PS)</li> </ul>
4. Establishes track record for pursuing external funding	<ul style="list-style-type: none"> <li>● Secures seed funding (internal or external) to lay foundation for pursuing extramural research, training, and/or service funding (CV; AL)</li> <li>● Submits proposals to a range of relevant potential sources for extramural funding (CV)</li> <li>● Forms collaborative partnerships (intra-, inter-, and/or trans-disciplinarily) that enhance body of research and its potential to be funded (CV; PS)</li> </ul>
5. Engages in professional development	<ul style="list-style-type: none"> <li>● Presents at peer-reviewed conferences locally, nationally, internationally (CV)</li> <li>● Presents at workshops (CV)</li> <li>● Participates in workshops and/or additional training (CV)</li> <li>● Demonstrates willingness to mentor others (CV; PS)</li> </ul>
6. Exhibits high levels of scholarly	<ul style="list-style-type: none"> <li>● Meets all of the criteria listed in 1-5 AND then extends scholarly contributions nationally and internationally. <ul style="list-style-type: none"> <li>○ Record of successfully obtaining extramural research,</li> </ul> </li> </ul>

<p>attainment and distinguishes self nationally and internationally <b>(Criteria for Promotion to Professor)</b></p>	<p>training, and/or service funding (CV; AL)</p> <ul style="list-style-type: none"> <li>○ Consistent and extended body of research and publications on author's topic in the top refereed journals of the social work profession (such as <i>Social Service Review</i>, <i>Social Work Research</i>, <i>Research in Social Work Practice</i>) and/or refereed journals in cognate disciplines, both in the U.S. and internationally (CV)</li> <li>○ Publications of theoretical and empirical scholarship (CV)</li> <li>○ Innovative scholarship (CV; ERL; PM; PS)</li> <li>○ First authorships on a number of publications; co-authorships with colleagues of equal or lesser rank and/or PhD students (CV; PS)</li> <li>○ Editor-in-chief of influential scholarly or professional journals (CV)</li> <li>○ Author of widely recognized book(s) (CV; ERL)</li> <li>○ Editor of widely recognized book(s) (CV; ERL)</li> <li>○ Honors, awards, or recognitions by national or international professional organizations and societies (CV)</li> <li>○ Reviews attesting to the author's important leadership in advancing knowledge in area(s) of focus (ERL)</li> <li>○ Scholarship that draws interest and contributes to recruitment of high quality Faculty and doctoral students to SSW (evaluation from the Dean and program directors [EDP])</li> <li>○ Serves as Chair for doctoral dissertations (CV)</li> <li>○ Doctoral students' receipt of national dissertation awards, honors, recognitions (PS)</li> <li>○ Doctoral students' receipt of dissertation funding (PS)</li> <li>○ Doctoral students attain academic and/or non-academic positions of relevance post-completion (CV)</li> </ul> <p>Note: AL = Award Letter; CV = Curriculum Vitae; EDP = Evaluation from the Dean and Program directors; ERL = External Review Letters; LS = Letters of Support; PM = Published Manuscripts; PS = Personal Statement</p>
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**Service**

From its inception, service has been one of the core values of the social work profession. And service is an important aspect of the mission of the School of Social Work and the University. Therefore, a record of sustained service is required of all promotion and tenure candidates. Faculty is expected to make regular, conscientious, valuable contributions for 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 practice, as well as

advancing the School’s mission, is essential.

Table 3 presents four criteria consistent with favorable promotion and tenure decisions for faculty candidates. In addition, the table lists evidentiary indicants of professionally meritorious activities consistent with fulfillment of these four criteria. Not all faculty members will focus on all of these criteria; however, expertise shall be demonstrated in critical subsets to demonstrate a significant level of service.

When evaluating candidates for promotion to the rank of professor in the School of Social Work, it is expected that the candidate must meet all criteria for service previously met for promotion to associate professor and has added substantially to an already distinguished service record demonstrated by meeting the additional criteria 4 - providing high quality leadership in the area of service.

<b>TABLE 3. SERVICE</b>	
<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
1. Supports the mission and functioning of the School and the University	<ul style="list-style-type: none"> <li>• Participates on or chairs the requisite number of School committees (CV)</li> <li>• Participates in School and student sponsored events (CV; PS)</li> <li>• Contributes to the development and revision of policies, protocols, and/or programs (CV; PS; evaluations from the Dean and/or program directors)</li> <li>• Authors School level proposals or grants (CV)</li> <li>• Participates as an engaged member of University committees (CV; PS; evaluation from the Dean [ED]; PE)</li> <li>• Participates in University sponsored events that showcase the School and its faculty (CV; PS)</li> <li>• Contributes to the creation of collaborative interdisciplinary partnerships that link the School to other units of the University (PS; ED; PE)</li> </ul>
2. Supports the mission and functioning of the Profession	<ul style="list-style-type: none"> <li>• Participates in leadership position(s) on local, state, regional, national, or international professional organizations or associations (CV)</li> <li>• Provides leadership for a professional conference and/or institute (CV)</li> <li>• Serves as a manuscript reviewer for professional journals (CV)</li> <li>• Serves as an abstract reviewer for professional conferences (CV)</li> <li>• Contributes to the creating and sustaining of effective communication and collaboration between the School, external professional groups and University (PS; ERL; PE)</li> <li>• Disseminates findings and activities of professional boards and committees to colleagues, students, and field (PS; ERL)</li> <li>• Strengthens professional policies and programs by integrating</li> </ul>

**TABLE 3. SERVICE**

<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
	<p>research and evidence based policies and practices (CV; ERL; PS)</p> <ul style="list-style-type: none"> <li>• Positions the profession as clear contributor to the solution of society’s complex challenges with the University and larger community (CV; LS; PS; ERL)</li> </ul>
<p>3. Collaborates with others to respond to community, state, national, and global needs and issues.</p>	<ul style="list-style-type: none"> <li>• Develops creative/innovative service learning projects that improve delivery of social services and/or the advancement of social justice (CV; PS)</li> <li>• Provides consultation to local, state, national, or international agencies or organizations (CV; LS)</li> <li>• Participates in leadership position(s) with community, state, national, and/or organizations that impact the welfare of families and communities (CV; ERL; PS)</li> <li>• Presents research and evidence based findings in presentations before boards, study commissions and/or legislative bodies whose work impacts the public (CV; PS)</li> <li>• Contributes to the design, redesign or adaption of policies and practices that impact service delivery to families and communities through capacity building technical assistance (CV; PS)</li> <li>• Authors proposals submitted for community-based programs (CV; LS)</li> <li>• Disseminates and translates knowledge to promote adoption by external organizations of research and evidence based policies and practices through conferences, workshops, other media, training, technical assistance, consultation, and/or user oriented publications (CV; PS; LS; ERL)</li> <li>• Contributes to collaborative learning experiences with external community, state, national, and international partners that improve student and practitioner knowledge and skills (CV; PS; ERL)</li> <li>• 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 (CV; ERL; PS)</li> <li>• Recognized with honors and tributes for distinguished service (CV)</li> </ul>

**TABLE 3. SERVICE**

<b>Criteria</b>	<b>Evidence (Supporting Documents)</b>
4. Takes a leadership role in any of the above service areas <b>(Additional criteria for Promotion to Professor)</b>	<ul style="list-style-type: none"><li>• Participates in leadership positions on School committees (CV)</li><li>• Participates in program leadership positions within the School that involve budgetary and personnel management responsibilities (CV)</li><li>• Serves as a formal mentor to other SSW faculty member (CV; PS; LS)</li><li>• Participates in leadership position(s) on university committees (CV)</li><li>• Election to university-wide leadership roles (CV)</li><li>• Serves as a formal mentor to other faculty member on University bodies (CV; PS; LS)</li><li>• Authors university level proposals or grants (CV)</li><li>• Serves as an officer or a chairperson of a national or international professional organization (CV)</li><li>• Serves on editorial boards of professional journals CV)</li><li>• Scholarship/expertise is recognized and utilized regionally, nationally, and/or internationally by others, such as policy boards, governmental, or non-governmental organizations (CV; PS; ERL)</li><li>• Serves as others' external reviewer (CV; PS)</li><li>• Serves as an expert witness or speaker to Congress, congressional committees, state legislatures, foundations, and other such bodies (CV; PS)</li><li>• Serves on peer review panels for grants (CV)</li><li>• Demonstrates the contributions of the discipline and profession to the work of international and global organizations engaged in serving diverse publics (CV; PS; ERL)</li></ul>
Note: CV = Curriculum Vitae; ED = Evaluation from the Dean; EDP = Evaluation from the Dean and Program directors; ERL = External Review Letters; LS = Letters of Support; PE = Peer Evaluations; PS = Personal Statement	