

**Jayne L Smith**

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**From:** Social Work  
**Sent:** Tuesday, April 29, 2014 4:55 PM  
**To:** Jayne L Smith  
**Cc:** Maurice Daniels; Betsy Vonk  
**Subject:** SSW Clinical Promotion Unit document  
**Attachments:** SSW Appointment and promotion criteria for clinical faculty.pdf

Good afternoon Dr. Smith,

I hope that you are well.

Please find attached a copy of the School of Social Work's Appointment and Promotion Criteria for Clinical Faculty document. It was approved by the SSW faculty at our April 25, 2014 faculty meeting.

Thank you,  
Katherine

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**APPROVED:**

  
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**SVPAA & Provost**

5-13-14  
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**Date**

UNIVERSITY OF GEORGIA (UGA)  
SCHOOL OF SOCIAL WORK  
APPOINTMENT AND PROMOTION CRITERIA FOR CLINICAL FACULTY

INTRODUCTION: SCHOOL OF SOCIAL WORK CLINICAL FACULTY

The UGA School of Social Work (SSW) has provided professional social work education since 1964 and has graduated thousands of students across the B.S.W., M.S.W., Ph.D. and Masters of Art in Nonprofit Organization degree programs. The SSW also has joint degree programs with the School of Law and the College of Public Health and is nationally and internationally known for excellence in teaching, research, public service, and international programs. The SSW is committed to hiring clinical faculty who will work towards alleviating disparities and promoting social and economic justice through teaching, scholarship/research, and service.

This document, set forth by the faculty of the UGA SSW, contains the approved guidelines and criteria consistent with UGA policies for a candidate to receive an appointment and promotion to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor (*The University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty*, November 28, 2011).

DISCIPLINE SPECIFIC CRITERIA FOR APPOINTMENT AND PROMOTION

Codified in the aforementioned UGA guidelines, "...members of the clinical faculty at the University of Georgia are practitioners in the health and other professions who have a background in their disciplinary area and who practice the discipline in the work setting (*UGA Guidelines For Appointment And Promotion Of Clinical Faculty*, pp. 1)." Clinical faculty members are social work practitioners with a robust experiential base in direct practice and evidence-based interventions in clinical, community, and administrative settings. In accordance with the aforementioned UGA guidelines and general criteria chief among the typical responsibilities of clinical faculty are the provision of instruction and continuing professional education, supervision of clinical training for students, service to the university and school through committee participation, and active involvement in local, regional, and national professional organizations.

CLINICAL APPOINTMENT AND PROMOTION UNIT (CAPU)

In the School of Social Work, the Clinical Appointment and Promotion Unit (CAPU) consists of all tenure track and clinical faculty members. The head of the SSW CAPU is the Dean of the School. Eligible voting faculty members in the SSW CAPU thus include both clinical and tenure track faculty members, all of whom may vote on appointment of clinical faculty and on CAPU criteria, bylaws, and other applicable SSW policies and procedures.

### Eligible Voters for Appointment and Promotion of Clinical Faculty Ranks

SSW faculty eligible to vote are expected to participate in the critical activities of faculty appointment and promotion, except where there exists a significant conflict of interest. Those faculty members who may vote on appointment and promotion of clinical faculty are as follows:

All tenure track and clinical assistant professors, tenure track and clinical associate professors, and tenure track and clinical professors vote on candidates for *appointment to clinical assistant professor*.

All tenure track and clinical associate professors, and tenure track and clinical professors vote on candidates for *promotion to clinical associate professor and candidates under third year review*.

All tenure track and clinical professors vote on candidates for *promotion to clinical professor*.

### CRITERIA FOR APPOINTMENT OF CANDIDATES FOR EMPLOYMENT AS CLINICAL FACULTY

To secure employment as clinical faculty in the SSW candidates must have at a minimum, a Master of Social Work (MSW) degree and five years of full-time, post-MSW clinical, community, or administrative practice experience. Clinical faculty candidates are expected to demonstrate knowledge of and experience with the implementation of best practices and evidence-based interventions in their clinical work. Those candidates with a clinical practice focus must be licensed (LCSW) or license eligible. Preference will be given to candidates with a strong record of teaching experience.

### CRITERIA FOR APPOINTMENT OF GRADUATE FACULTY STATUS FOR CLINICAL FACULTY

Clinical faculty members must maintain a balance of teaching, scholarship, and service according to workload assignment and upon which performance will be evaluated. Clinical faculty members are eligible for graduate faculty status if they have an earned MSW and a doctoral degree in a related field and meet graduate faculty scholarship expectations.

#### *Requirements for Ranks*

##### *Clinical Instructor*

The School of Social Work will not utilize the rank of Clinical Instructor.

##### *Clinical Assistant Professor*

Candidates will be considered for the rank of Clinical Assistant Professor in accordance with UGA policies and if they meet minimum SSW requirements for Clinical Faculty. As stated previously, candidates must have at a minimum, a Master of Social Work (MSW) degree and five years of full-time, post-MSW clinical, community, or administrative practice experience.

Clinical faculty candidates are expected to demonstrate knowledge of and experience with the implementation of best practices and evidence-based interventions in their clinical work. Those candidates with a clinical practice focus must be licensed (LCSW) or license eligible. Preference will be given to candidates with a strong record of teaching experience.

#### *Clinical Associate Professor*

Candidates will be considered for the rank of Clinical Associate Professor in accordance with UGA policies, and 1) have at least 4 years at the rank of Clinical Assistant Professor; or 2) meet the minimum SSW requirements for Clinical Assistant Professor and have at least four years post-MSW teaching experience in an accredited college or university.

#### *Clinical Professor*

Candidates will be considered for the rank of Clinical Professor in accordance with UGA policies, and 1) have at least 5 years at the rank of Clinical Associate Professor; or 2) meet the minimum SSW requirements for Clinical Assistant Professor and have at least nine years post-MSW teaching experience in an accredited college or university.

### APPOINTMENT

A search committee will be created in accordance with procedures outlined in the SSW Bylaws. Members of the search committee will perform their duties according to Affirmative Action Guidelines and University policy, addressing SSW identified needs. The responsibilities of a search committee in general are as follows: • draft a position description; prepare an advertisement; place the advertisement in national media appropriate for the discipline, as well as in media that will facilitate attraction of a diverse pool of candidates for the position; screen applicants for the position; identify a pool of applicants who are qualified for the position, and; arrange interviews for qualified applicants.

Faculty members eligible to vote shall vote by secret ballot to recommend candidates for clinical track appointments in the unit. The search committee will make recommendations to the Dean who will make the final decision and forward the recommendation to the Provost and President for final approval.

The faculty appointment process, including required documentation and deadlines, follows the same process established by the Office of Faculty Affairs for all faculty appointments at the University of Georgia.

### REAPPOINTMENT

Reappointment to clinical faculty positions must be completed on an annual basis per Board of Regents policy.

## REVIEWS

The reviews for clinical faculty follow the same processes established for tenure-track faculty in the *University of Georgia Guidelines for Appointment, Promotion and Tenure*.

## PROMOTION

The process for promotion of clinical faculty, including preliminary consideration for promotion and principle of flow, follows the same rigorous process as outlined for tenure-track faculty in the *University of Georgia Guidelines for Appointment, Promotion, and Tenure*. Preliminary reviews for all candidates for promotion and tenure must be completed in the Spring Semester prior to applying for promotion or tenure during fall semester of the same year. Candidates must have their dossier, which is a SSW requirement to facilitate a full review, minus the external review letters, completed and in the hands of the Promotion and Tenure Committee by April 1. Furthermore, all candidates will meet with the Chair of the Promotion and Tenure Committee no later than February to start the process and discuss procedures.

Evidence of accomplishments in teaching, scholarship, and service will be assembled by the candidate. The completed dossier will be reviewed by faculty at and above the rank for which the candidate is applying. At least 2/3 of the eligible faculty must be present at the review. There will be a preliminary review and vote in April of the calendar year, and feedback given to the applicant. Over the summer months, the Dean will solicit external reviews of the applicant's materials, and these letters will be added to the dossier. In the early fall of that calendar year, there will be a formal review and vote by at least 2/3 of the eligible faculty members. A tally of votes for and against will be recorded and included in the Dean's letter accompanying the dossier forward for review at the University level. All dossiers will be sent forward for review and recommendation.

### Criteria to be Applied during Promotion Process

#### A. Contributions to Teaching

##### The Standard

Teaching communicates knowledge to students and fosters the desire and skills for learning. Teaching includes not only formal classroom instruction, but also supervision, advising, field liaison duties, and mentoring of undergraduate and graduate students. Teaching is expected to be the primary workload assignment of full-time clinical faculty. As such, contributions to and provision of excellence in teaching is highly valued.

##### Documentation

Effectiveness in teaching is reflected in student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited

to, any combination of the sources listed below and must be evaluated with respect to the individual's budgeted time. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

1. Honors or special recognitions for teaching accomplishments
2. Development or significant revision of programs and courses
  - a. Preparation of innovative teaching materials, instructional techniques, curricula or programs of study
  - b. Significant mentorship of students in candidate's area of expertise (e.g., facilitation of student-led inquiry into areas of interest; development of student-led modules or learning environments; documentation of creative student works beyond curriculum requirements
  - c. Collaborative work on interdisciplinary courses, programs, and curricula within the University or across institutions
  - d. Development of new field sites
  - e. Involvement in field-based educational projects (e.g., instructional/clinical effectiveness studies, in-service staff development)
  - f. SSW and university governance and academic policy and procedure development related to teaching
3. Effectiveness shown by student evaluations and accomplishments
  - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, including quantitative and qualitative data pertaining to courses taught since appointment or the last promotion
  - b. Representative student comments that attest to a teacher's abilities to elicit student interest and to stimulate their work
  - c. Evaluation by students related to field liaison duties
  - d. Letters of evaluation from former students attesting to the candidate's instructional performance both within and beyond the traditional classroom or field setting
  - e. Performance of students on uniform examinations or in standardized courses

- f. Accomplishments of the teacher's present and former students, including illustrations of student success in mastering course content and advancing it to a level of intellectual significance (e.g., student e Portfolios)
  - g. Effective direction of graduate study including theses and dissertations as appropriate.
  - h. Evidence of students coming from other institutions especially to study with the teacher
  - i. Successful direction of individual student work such as independent studies, special student projects, and student seminars.
  - j. Evidence of effective advisement of students
4. Effectiveness shown by peer evaluation
- a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses
  - b. Selection for teaching special courses and programs
5. Professional activities related to teaching.
- a. Participation in teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminar participation, and international development projects
  - b. Membership and leadership in professional groups concerned with teaching, such as accreditation teams and social work education commissions.
  - c. Review of articles, books or book chapters, and articles describing instructional/clinical innovations, evaluation, or experience
  - d. Development of practice guidelines, treatment protocols, instructional standards, and policy statements governing instruction or practice
  - e. Authorship of textbooks or chapters, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship

## B. Contributions to Research, Scholarship and Other Creative Activities

### The Standard

Research, scholarship and creative accomplishment are defined as studious inquiry, examination, critical investigation, or experimentation with the purpose of developing, refining, and/or applying knowledge. The revision of accepted conclusions, interpretations, theories, or laws in light of newly discovered facts, and/or practical application of advances in knowledge, are included in this definition. Quality, as opposed to quantity, should distinguish the work of faculty whose work assignments include research, scholarship, and creative accomplishments. While the workload assignment of full-time clinical faculty will not include time budgeted for these pursuits, contributions to and engagement in activities that inform professional practice and teaching are valued and encouraged.

## C. Contributions in Service to Society, the University, and the Profession

### The Standard

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. Service to the university refers to activities that support, enhance, or extend the work of the department, college, or university. Service to the University includes, but is not limited to, participating in school or University committee work; and developing, implementing, or managing academic programs or projects. Service to the profession refers to activities that support, enhance, or improve the profession, whether defined as one's discipline or as teaching. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; and development and organization of professional conferences.

A faculty endeavor may be regarded as service for purposes of promotion if the following conditions are met:

1. The activity achieves the goals of the faculty member's service assignment.
2. There is utilization of the faculty member's academic and professional expertise.
3. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues, or concerns.
4. The ultimate purpose is for the public, university, program, or common good.
5. There is a clear relationship between the program/activities and the academic unit's mission.



While the workload assignment of full-time clinical faculty will include minimal time budgeted for these pursuits, contributions to and engagement in activities that serve professional practice, teaching, and the field program are valued and encouraged.

#### Documentation

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below.

1. Honors, awards and special recognition for service activities
2. Description of selected activities and/or products most illustrative of the candidate's contributions to the BSW and MSW Programs within the SSW (e.g., active participation in Program and Task-Group Committees.)
3. Description of selected activities and/or products most illustrative of the candidate's contributions to the Field Program at the SSW (e.g., assistance with identification and development of new field sites, assistance with field instructor professional development.)
4. Description of selected activities and/or products most illustrative of the candidate's contributions to the social work practice community (e.g., development and/or evaluation of continuing education programs; provision of consultation to practice related organizations; committee work for practice related professional organizations)
5. Description of how each service activity is compatible with SSW and University missions, and how the activities complement the teaching mission of the SSW and/or University.
6. Description of impact and identification of the direct and indirect beneficiaries of each service activity (e.g., what actions did the intended audience take as a result of this work?). Both quantitative and qualitative evidence should be included.

#### APPEALS PROCESS

Clinical faculty promotion appeals will be forwarded to the University Promotion and Tenure Appeals Committee (UAC) and will follow the same process as outlined for tenure-track faculty in the *University of Georgia Guidelines for Appointment, Promotion, and Tenure*. The UAC membership will be supplemented by one clinical professor, as needed, who will be eligible to vote on promotion appeals for clinical faculty only (Clinical Guidelines, pp. 4-9).

APPROVED:

SVPA & Provost

Date