

Appalachian State University

Department of Social Work

POLICY ON ANNUAL REVIEW, PROMOTION, AND TENURE

Context and Philosophy

Faculty members in the Department of Social Work aspire to career development, promotion, and tenure in the context of the expectations set by the University, Beaver College of Health Sciences (BCHS), Department, and profession of Social Work. The overarching mission of the University of North Carolina and its member institutions is “to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is accomplished through instruction...research, scholarship, and creative activities...and through public service...” (University of North Carolina, 2014, Our Mission section, para. 1). Further, “teaching, or instruction, is the primary responsibility of each of the constituent institutions” (University of North Carolina, 2014, Our Mission section, para. 2).

Embracing that mission, Appalachian State University (ASU) seeks to prepare students “to lead purposeful lives as engaged global citizens who understand their responsibilities in creating a sustainable future for all (ASU, 2014, The Mission section, para. 1). Further, ASU seeks to “fulfill our core academic missions of teaching, scholarship, and service in ways that honor our geography and heritage” (ASU, 2014, The Mission section, para. 2). Aspiring to be an engaged University, ASU “faculty and students engage in research and scholarship that advance knowledge and address the problems of our region, state, and world through creativity and innovation” (ASU, 2014, Mission section, para. 5). Further, the BCHS seeks to “prepare well-educated and highly-qualified professionals, conduct innovative research, and promote community engagement” (BCHS, 2014, Mission section, para. 1). Among other objectives, the BCHS seeks to implement a “collaborative model of education, research, and clinical outreach” (BCHS, 2014, Mission section, para. 1).

Guided by an overarching framework of social and economic justice, “...the Department of Social Work’s mission is to promote the well-being of individuals, families, groups, and communities, and to meet the workforce needs for professional social workers, especially at the local and regional level” (Department of Social Work, 2014, Mission section, para. 1). “The undergraduate (BSW) and graduate (MSW) programs are designed to assist students to develop Competencies” for generalist and advanced social work practice “within the distinct Appalachian culture of the region and across national and international contexts” (Department of Social Work, 2014, Mission section, para. 1). Further, “through scholarly activities and service, members of the faculty contribute to the knowledge base of the profession, enhance social work practice

throughout the region and state, and support the social work profession regionally, nationally, and globally” (Department of Social Work, 2014, Mission section, para. 1).

The undergraduate (BSW) and graduate (MSW) degree programs offered in the Department are accredited by the Council on Social Work Education (CSWE). As such, the Department must adhere to the Educational Policy and Accreditation Standards (EPAS) set forth by CSWE, which support “academic excellence by establishing thresholds for professional competence” (Council on Social Work Education, 2014, Purpose section, para. 3). The entire faculty is engaged in the ongoing need to maintain adherence to accreditation standards. According to CSWE, “social work educators serve the profession through their teaching, scholarship, and service” (CSWE, 2014, Purpose section, para. 2). Furthermore, “through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers” (CSWE, 2014, Faculty section, para. 1). In addition, “faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and program’s mission and goals” (CSWE, 2014, Faculty 3.3.5 section, para. 1). CSWE (2014) embraces the core values of the profession as defined by the National Association of Social Workers (NASW) and adds human rights and scientific inquiry as additional core values.

NASW (2008) has developed a Code of Ethics that is “relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve” (Purpose section, para. 1). The Code defines six core values of the social work profession: service, social justice, dignity and worth of the person, importance of human relationships, competence, and integrity (NASW, 2008). The Code calls social workers to “uphold and advance the values, ethics, knowledge, and mission of the profession” (NASW, 2008, 5.01 Integrity of the Profession section, para. 1). Social workers are expected to contribute time and professional expertise to activities such as “teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations” (NASW, 2008, 5.01 Integrity of the Profession section, para. 1). Social workers are asked to contribute to the “profession’s literature and to share their knowledge at professional meetings and conferences” (NASW, 2008, 5.01 Integrity of the Profession section, para. 1). All faculty members in the Department of Social Work, regardless of their educational and professional background, are expected to model and adhere to the NASW Code of Ethics.

Thus, faculty members in the Department of Social Work are expected to demonstrate effort, achievement, and potential in teaching, scholarship, and service. As noted above, service is a core value of the social work profession. As such, social work faculty members are expected to engage in more service than may be expected of faculty members in other disciplines. Faculty members are expected to conduct themselves as professional social workers and model and

adhere to the values and ethics of the profession. They are expected to participate in the maintenance of CSWE accreditation. This contextual perspective is reflected in the following guidelines for career development, promotion, and tenure.

Performance Standards

Support of the organizational missions and adherence to the values and ethics of the profession and CSWE standards serve as the overarching framework for teaching, scholarship, and service activities. These are the primary performance standards and must be met in addition to the standards set forth below.

Faculty members in the Department of Social Work are encouraged to enjoy academic freedom and successful, fulfilling careers, while meeting certain objective criteria. The following standards for Social Work Professionalism and Adherence to the NASW Code of Ethics, Teaching, Scholarship, and Service define Benchmark Indicators (BI) that must be met at the Assistant Professor/Re-Appointment, Associate Professor/Tenure, and Full Professor/Post-Tenure review levels. Additional Indicators (AI) are also included, and are intended to be suggestive, not exhaustive.

Faculty members may seek guidance from the Department Chair and/or the Departmental Promotion and Tenure Committee (PTC) regarding the applicability of other relevant indicators. The Department Chair may indicate his or her opinion regarding applicability as part of the faculty member's Annual Performance Review document, or by email communication to the faculty member. The PTC may indicate their opinion regarding the applicability of such an indicator by email communication with the faculty member seeking guidance.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one's career, changing interests, needs, and opportunities may result in the modification of a faculty member's role; the percentage of effort and expectations should be adjusted accordingly.

Assistant Professor/Re-Appointment

All BI across professionalism, teaching, scholarship, and service + AI as noted in each area

Associate Professor/Tenure

Assistant Professor/Re-Appointment achieved + all BI across professionalism, teaching, scholarship, and service + AI as noted in each area

Full Professor/Post-Tenure

Associate Professor/Tenure achieved + all BI across professionalism, teaching, scholarship, and service + AI as noted in each area

The Faculty Handbook provides guidelines for the timing of faculty members' applications for promotion and tenure. As noted in the handbook, faculty members are eligible to be considered for promotion to Associate Professor with a minimum of "at least five (5) years of appropriate experience, unless there are exceptional circumstances" (Appalachian State University, 2015, p. 35). Additional information about credit towards promotion and tenure is found in the Faculty Handbook. Further, faculty members are eligible to be considered for promotion to Full Professor after at "least ten (10) completed years of appropriate experience unless there is exceptional performance" (Appalachian State University, 2015, p. 36). For those choosing to apply for Full Professor after more than 10 years in rank, the performance standards should be applied in a manner that is consistent with the intent of this document.

Evaluation of all performance standards should be measured by a convergence of objective and subjective criteria.

Annual Reviews by the Department Chair will focus on the development of effort, achievement, and potential in Professionalism, Teaching, Scholarship, and Service, and are designed to evaluate and track faculty members' progress in career development. Any changes in role or percentage of effort expected should be discussed and noted at this time. Any strengths or concerns regarding social work professionalism and adherence to values, ethics, and CSWE standards should also be noted during Annual Reviews. Acceptable faculty development and performance as documented through these reviews should lead to successful achievement of the career milestones.

Annual reviews will also comply with ASU and BCHS standards, including, but not limited to, format, ratings, merit, and faculty workload. (ASU's Faculty Handbook, Section 3.8 Tenure-Eligible Academic Ranks provides definitions of faculty ranks. Section 4.3 provides information regarding Evaluation of Faculty.)

Social Work Professionalism and Adherence to the NASW Code of Ethics

As noted in the Context and Philosophy, above, Social Work faculty members are expected to conduct themselves as professional social workers, modeling and adhering to the NASW Code of Ethics. Collegiality is expected as an important part of professional behavior.

Social Work Professionalism and Adherence to the NASW Code of Ethics is a necessary, but not sufficient, condition to attain tenure and promotion.

Faculty members are expected to continuously maintain the BI throughout their academic careers in the Department of Social Work.

	Reappointment/ Assistant Professor	Tenure/Associate Professor	Full Professor
Benchmark Indicators	<p>Appropriately represents the social work profession in interactions with students, colleagues, and community members</p> <p>Consistent observation of social work values, ethics, and professionalism in all settings</p>		

Teaching

The ultimate goal of high quality teaching is a high quality learning experience; any attempts to measure teaching are apt to fall short of measuring the actual learning that occurred. Because of this paradox surrounding teaching and learning, it is important for faculty to demonstrate a convergence of several measures to attempt to reflect more accurately the total teaching and learning experience. These measures include student evaluations, peer evaluations, chair and annual evaluations, faculty self-evaluations, and may also include evaluations by reviewers external to the department. To the extent that all of these measures are positive and congruent, there can be greater confidence that high quality teaching has occurred; additionally, absent more direct measures of learning, there is the hope that this teaching has been translated into a meaningful and quality learning experience that leads to successful students who demonstrate a long-term impact in their behavior as a result of faculty members.

To promote this high quality teaching, several features must be evidenced by the Department of Social Work and faculty members. First, all faculty members must be guaranteed an atmosphere of academic freedom. This means that, while faculty members must integrate CSWE standards and departmental standards into their courses, they must also be encouraged to develop their own teaching philosophy and teaching style, and to use their own life and professional experiences in

a creative process that culminates in successful and meaningful courses. Second, faculty members must demonstrate that they are continuously responsive to all of the evaluation measures described above and modify their courses to reflect this feedback. They must also show growth and progression in teaching practices over time. Third, faculty members must be available to students and actively engaged with them in their learning process.

Finally, the department will recognize teaching activities that require extra effort and time, such as teaching large sections, preparing courses new to the faculty members, and developing new courses for the department.

The actual proportion of time spent on teaching is evaluated on an annual basis with the department chair. The time/effort allocation should be adjusted to accurately reflect departmental and other needs and the faculty member's activities.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one's career, changing interests, needs, and opportunities may result in the modification of a faculty member's role; the percentage of effort and expectations should be adjusted accordingly.

Teaching Table – Typically 60% Effort

	Reappointment/Assistant Professor	Tenure/Associate Professor	Full Professor
Benchmark Indicators	<p>Convergence of measures (student evaluations, peer evaluations of teaching, and chair / annual evaluations) indicates continued growth and development</p> <p>Course evaluation scores demonstrate progress towards meeting or maintaining the departmental expectations, taking into account new preps, class dynamics, course content, etc.</p>	<p>Provides peer evaluations of teaching</p> <p>At least two additional indicators</p>	<p>Mentors new advisors/student mentors</p> <p>Mentors new teachers</p> <p>At least two additional indicators</p>

	<p>Develops and modifies courses based on an integration of CSWE standards, departmental policies, evaluations, teaching philosophy, teaching style, experience, and creativity</p> <p>Seeks opportunities for development and/or mentoring</p> <p>Meets with advisees and/or student mentees as needed</p> <p>Posts and maintains office hours according to university and departmental policies</p> <p>Develops a philosophy of teaching</p> <p>At least one additional indicator</p>		
<p>Additional Indicators (suggestive not exhaustive)</p>	<p>Utilizes Hubbard Programs for continued development</p> <p>Contributes to departmental curriculum development</p> <p>Uses technology to improve courses (such as clickers, online reflection, hybrid courses, etc.)</p> <p>Uses rubrics in grading</p> <p>Other relevant indicators</p>	<p>Continues to refine a philosophy of teaching</p> <p>Nominated for teaching award</p> <p>Develops a new course</p> <p>Redesigns an existing course</p> <p>Recognized as an authority in content area within the department</p> <p>Directs an independent study</p>	<p>Assists others in developing a philosophy of teaching</p> <p>Nominated and/or receives teaching award</p> <p>Leads Hubbard Programs workshop on teaching</p> <p>Presents on teaching at a conference</p> <p>Is a leader in departmental curriculum development</p> <p>Publishes article on the scholarship of teaching</p> <p>Recognized as an authority in content area beyond the department</p>

		Teaches an honors section of a course Leads an international trip/course Other relevant indicators	Other relevant indicators
--	--	--	---------------------------

Research and Scholarship

Consistent with the missions of Appalachian State University, The Beaver College of Health Sciences, and the social work profession, faculty in the department of social work aspire to maintain and develop a consistent program of research and scholarship. As noted above under Teaching, all faculty members must be guaranteed an atmosphere of academic freedom. This means that, while faculty members must integrate CSWE standards and departmental standards into their research and scholarship, they must also be encouraged to develop their own scholarly and creative pursuits.

Scholarly activities may change over the course of a faculty member's career and also depend on the time allocated to research at each stage of development. While a wide variety of activities are listed below as possible indicators of scholarly effort, the common standard of publication in peer-reviewed journals will be used as the benchmark at each stage of development from assistant professor, through reappointment, tenure, and full professor. Nature and extent of contribution to scholarly activities will also be taken into account.

Many social work educators view their research and scholarship as service and vice versa. Social work scholars are likely to engage in research and scholarship that is applied, local to global in scope, and client- or community-based, thus engaging in research/scholarship and service simultaneously. Over time faculty will be involved in and lead high quality research efforts that add to the body of scientific knowledge, benefit the local and regional community, and/or have impact at a national and global scale.

The actual proportion of time spent on scholarship is evaluated on an annual basis with the department chair. The time/effort allocation should be adjusted to accurately reflect departmental and other needs and the faculty member's activities.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one’s career, changing interests, needs, and opportunities may result in the modification of a faculty member’s role; the percentage of effort and expectations should be adjusted accordingly.

Research and Scholarship Table – Typically 25% Effort

	Reappointment/Assistant Professor	Tenure/Associate Professor	Full Professor
Benchmark Indicators	<p>Develops a clear research agenda through a body of scholarly work</p> <p>Two scholarly products or activities, including one peer-reviewed journal article that has been published, “accepted,” or is “in-press.” The other one may be another peer-reviewed journal article or a scholarly product identified under the Additional Indicators list below.</p>	<p>Demonstrates a clear research agenda through a body of scholarly work</p> <p>A cumulative total of four scholarly products or activities including any previously completed from the Reappointment column. Two of these must be peer-reviewed journal articles that have been published, “accepted,” or are “in-press.” The other two may be peer-reviewed journal articles or scholarly products or activities identified under the Additional Indicators list below.</p>	<p>Maintains and/or broadens a clear research agenda through a body of scholarly work</p> <p>A cumulative total of seven scholarly products or activities, including any previously completed from the Reappointment or the Tenure columns. Four of these must be peer-reviewed journal articles that have been published, “accepted,” or are “in-press.” The other two may be peer-reviewed journal articles or scholarly products or activities identified under the Additional Indicators list below.</p>
Additional Indicators (suggestive not exhaustive)	<p>Peer-reviewed presentation at a national or regional meeting</p> <p>Receipt of local funding (i.e., local community grant, University Research</p>	<p>Receipt of a federally-funded grant or contract (e.g., National Institutes of Health (NIH)) as a Collaborator/Research Associate (not as a Principal Investigator (PI) or Co-PI)</p>	<p>Federally funded grant as a PI or Co-PI</p> <p>Editor of a refereed journal</p> <p>Editor of a published book</p>

	<p>Council grant, other ASU grant funding)</p> <p>Approval of a proposal to ASU's Human Subjects Institutional Review Board</p> <p>Presentation of a workshop for the development of research skills to professional colleagues</p> <p>Presentation of a research colloquium to professional colleagues</p> <p>Preparation and submission of private foundation, state or federal grant or contract proposals</p> <p>Program development and/or program evaluation project</p> <p>Development and implementation of participatory action research project, needs assessment, or other community-based research project</p> <p>Development and implementation of empirically-based prevention efforts</p> <p>Qualitative/quantitative studies of the efficacy of practice interventions</p>	<p>Receipt of a state-funded grant or contract as a PI or Co-PI</p> <p>Receipt of a private or public foundation grant as a PI or Co-PI</p> <p>Published book chapters</p> <p>Publication of a major technical research report of regional/state scope</p> <p>Publication of technical reports related to program development and/or evaluation, participatory action or community-based research, or prevention projects</p> <p>Publication of efficacy studies</p> <p>Publication of social policy analysis</p> <p>Established research/ scholarly/creative collaboration with local, state, or regional partners</p> <p>Development and/or management of collaborative workshops/symposia at the national level</p> <p>Nominated for research award</p> <p>Other relevant indicators</p>	<p>Author of a published book</p> <p>Recognized expertise in local to global participatory or community-based research/service efforts including needs assessment and/or community development, program development and/or evaluation, prevention, efficacy/intervention</p> <p>Committee leadership or membership with national research organizations or groups</p> <p>Nominated and/or receives research award</p> <p>Invited to speak at national or international conferences</p> <p>*Regarded as a leader in own scholarly areas (*An outside letter of reference would be expected for this distinction.)</p> <p>Other relevant indicators</p>
--	--	---	---

	Social policy analysis to inform and support legislative action		
	Other relevant indicators		

Service

As noted in the Context and Philosophy, above, service is a core value of the social work profession. As such, social work faculty members are expected to engage in more service than may be expected of faculty members in other disciplines. A standard allocation of 15% for service is indicated for tenure-track faculty members. Service contributions will vary widely based on individual skills, interests, stage of career development, and departmental need and will be taken into consideration when reviewing teaching and scholarship criteria.

The actual proportion of time spent on various service activities and progress in service areas is evaluated on an annual basis with the department chair. The time/effort allocation should be adjusted to accurately reflect departmental and other needs and the faculty member’s service activities.

Areas of service include the department, university, profession, and community (state, national, international). Service includes administrative and leadership roles, which can take more time than typical service expectations. Service contributions require documentation. Service is a necessary, but not sufficient, condition to attain tenure and promotion.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one’s career, changing interests, needs, and opportunities may result in the modification of a faculty member’s role; the percentage of effort and expectations should be adjusted accordingly.

Service Table – Typically 15% Effort

	Reappointment/Assistant Professor	Tenure/Associate Professor	Full Professor
Benchmark Indicators	Departmental faculty meetings	Serves on at least 1 major department committee, including Reappointment BI (e.g., BSW,	Engagement in leadership, mentorship, and

	<p>Departmental ad hoc service as needed</p> <p>Service on 1 major department committee (e.g., BSW, MSW, Field, DPC, International, Evaluation)</p> <p>At least one additional indicator</p>	<p>MSW, Field, DPC, International, Evaluation) per year</p> <p>Developing leadership/influence through community/professional service commitment</p> <p>At least one additional indicator</p>	<p>service that promotes the development of faculty, department, college, and university</p> <p>Engagement in advocacy/leadership, and service that addresses issues relevant to the community/profession</p> <p>At least one additional indicator</p>
<p>Additional Indicators (suggestive not exhaustive)</p>	<p>Advising/involvement in student organizations and programs</p> <p>Serves on more than 1 departmental committee</p> <p>Appointed to a college- or university-level committee</p> <p>Elected to a college- or university-level committee</p> <p>Presentation(s) for public service</p> <p>Presentation(s) and/or consulting for an external community agency or a professional conference</p> <p>Participation in the organization of a professional conference/meeting</p>	<p>Participates in recruitment and/or scholarship activities for prospective students</p> <p>Serves on 2 or more departmental committees per year</p> <p>Chairs 1 or more departmental or ad hoc committees</p> <p>Serves as a departmental program director</p> <p>Administrative role(s) within the department, college, or university</p> <p>Obtains non-research related funding for department, college, university, or program</p> <p>Serves on 1 college- or university-level committee</p> <p>Leadership of a departmental, college, university, or UNC system</p>	<p>Chairs a college- or university-level committee</p> <p>Leadership role in a regional, state, national, or international professional organization</p> <p>Leadership role on regional, state, national, or international professional committee</p> <p>Serves on accrediting teams for professional organizations</p> <p>Leadership role in planning or presenting a regional, state, national, or</p>

<p>Maintains appropriate professional licensure and/or certification</p> <p>Maintains membership in civic, community, or government organization</p> <p>Appointed to a regional, state, or local level committee</p> <p>Service/membership on a regional, state, or local committee</p> <p>Volunteer service in the community</p> <p>Referees/reviews manuscript for professional journals</p> <p>Other relevant indicators</p>	<p>committee or task force, or officer of a faculty organization</p> <p>Nominated for service award</p> <p>Leadership in or distinguished service to the community or profession (e.g., member of a committee, board, panel, task force, or commission)</p> <p>Serves as a consultant to civic, community, government organizations</p> <p>Engages in advocacy efforts to promote social and economic justice</p> <p>Serves as a consultant to educational and clinical organizations</p> <p>Referees/reviews proposals for professional conferences</p> <p>Serves on Editorial Board of professional journal and/or regularly referees/reviews manuscripts</p> <p>Other relevant indicators</p>	<p>international conference</p> <p>Nominated and/or receives service award</p> <p>Provides leadership to service organization</p> <p>Provides leadership in clinical practice services</p> <p>Provides leadership to schools</p> <p>Serves as Editor of professional journal</p> <p>Other relevant indicators</p>
---	--	---

References

Appalachian State University. (2015). *Faculty Handbook*. Retrieved from <http://facultyhandbook.appstate.edu>

Appalachian State University. (2014). *The Mission*. Retrieved from <http://www.appstate.edu/about/mission.php>

Beaver College of Health Sciences. (2014). *Mission*. Retrieved from <http://healthsciences.appstate.edu/about/office-dean/culture-college>

Council on Social Work Education. (2014). *Educational Policy and Accreditation Standards*. Retrieved from <http://www.cswe.org/File.aspx?id=41861>

Department of Social Work. (2014). *Mission*. Retrieved from <http://www.socialwork.appstate.edu/about/mission>

National Association of Social Workers. (2008). *Code of Ethics*. Washington, D.C.: NASW. Retrieved from <http://www.socialworkers.org/pubs/code/code.asp>

University of North Carolina. (2014). *Our Mission*. Retrieved from <http://www.northcarolina.edu/?q=about-our-system/our-mission>

Adopted on April 30, 2014. Revised to update ASU Mission Statement on May 27, 2014. Revised on December 4, 2015 to reflect further consideration of the performance standards by the faculty and 2014-15 PTC. Revisions adopted on January 20, 2016. Approved by the Interim Dean of the Beaver College of Health Sciences on May 1, 2017.