

School of Social Work University of Missouri-Columbia
Criteria To Be Used For: Tenured and Tenure Track Faculty Activity
Annual Review of, Third year review,
Promotion and Tenure, Post Tenure Review, and Faculty Hiring

Document established 1999 by faculty vote. Revised by faculty vote 2004. Established as criteria for Post-tenure review by faculty vote Fall 2004 to be effective Winter 2005.

The mission of the School is carried out through faculty activity in the areas of research and scholarship, teaching, and public service and services to the School and the University.

GENERAL CRITERIA

- * Faculty productivity is expected in all three areas.
- * In each area, performance should demonstrate quantity, quality and relevance.
- * The faculty member's record should demonstrate a specific and identifiable area(s) of expertise (i.e., special competence). The development of this area of expertise implies movement toward and the achievement of national stature.
- It is expected that the faculty member's performance in all three areas should demonstrate a relatedness to social work and social welfare. Relevance is assessed primarily from the perspective of demonstrated relatedness and/or application of the activity to practice and policy issues.
- Faculty performance that demonstrates integration and relatedness of research, service, and teaching is particularly valued.

RESEARCH AND SCHOLARSHIP

The faculty of the School of Social Work is committed to excellence in knowledge building. The creation and dissemination of social work knowledge is the primary indicator of satisfactory scholarly activity in social work.

Definition:

Activities in this section include research/publication and/or scholarly activity pertaining to the publication, or other means of dissemination, of any form of study, investigation, compilation or analysis; empirical or not, quantitative or not, theoretical or not; that has the pursuit, dissemination and/or application of knowledge as its primary objective. Hereafter, in this section, simply called research and scholarship.

Research

Research quality is indicated by:

- Peer review
- Academic rigor (i.e. methodological and conceptual soundness)
- Demonstrated impact
- Breadth of dissemination
- Contribution to the cumulative knowledge base of the profession (i.e. as per citation indices)
- The origination/stimulation of other knowledge building activities
- Innovativeness/creativity in conceptualization and/or method
- Status of publication arena or origin of distribution
- Ranking of scholarly products:
 1. journal articles
 2. books/published monographs
 3. book chapters
 4. edited volumes
 5. technical reports
 6. computer software/media products
 7. published proceedings
 8. published book reviews
 9. published comments

Additional indicators of status as a scholar include (not ranked in order).

1. journal editorship
2. editorial board membership
3. journal reviewer
4. invited address at professional meetings
5. peer reviewed conference papers

Relevance

Research Relevance is indicated by:

The faculty is expected to generate and disseminate knowledge of importance related to social welfare policy and services, social work practice theory and the practical demands of service to clients. The relevance of a product is also evaluated on the basis of its publication in a journal or source abstracted by Social Work Abstracts and/or its content being covered in the Encyclopedia of Social Work and/or other criteria established by the faculty (Revised by Faculty Fall 2004).

Quantity

Research Quantity is indicated by:

It is impossible to fix rigid quantitative minimal criteria for an acceptable standard of performance. However, it is expected that a mature scholar will continuously publish and will publish sufficiently in a particular area (i.e. have a line of research) so as to achieve national stature in that area. While collaboration is encouraged, faculty will be evaluated according to their ability to identify/differentiate their own unique scholarly contribution.

TEACHING

Excellence in teaching is basic to the School's emphasis on service to the people of Missouri.

Definition

Teaching activities include all on-campus courses and all extension education activities off-campus whether in organized classes or in informal educational contacts on a credit or non-credit basis. Field liaison, student advising, and participation in student research/thesis/dissertation committees are all defined as teaching.

Quality

Teaching quality may be indicated by:

- currency of bibliography and readings
- integration of own research into teaching
- rigor of assignments
- demonstrated impact
- performance of students
- systematic student evaluation
- systematic peer review
- pre and post test examination
- evidence of creative contribution to course and/or curriculum development

Relevance

Teaching Relevance may be indicated by:

- generate new directions for policy, practice and research
- appropriately reflect accreditation requirements when teaching a course with accreditation provisions.
- evidence of reflecting the current progression of knowledge in the field
- reflect the values and the historic development of the social work profession
- provide students with sufficient skill to enable them to function in social work positions effectively and to develop increasing competence throughout their careers

Quantity

Teaching quantity may be indicated by:

Quantity may be indicated by the number of activities, type of activities, and the number of students involved. However, this recognizes that the number of activities a faculty member is responsible for is a function of the total assigned responsibilities and evaluation will reflect the work load negotiated to mutual agreement between the faculty member and the Director.

SERVICE TO THE PUBLIC AND THE UNIVERSITY

Definition

The faculty is committed to serving the public and the profession. This commitment is demonstrated through activities which serve the public interest, social welfare agencies and their clients, and professional organizations at the international, national, state and local levels. Public and professional service activities include research, consultation, clinical service, and membership on boards or committees, public testimony, and social action. Service activities to the School and the University include committee leadership and membership, special administrative assignments, grant proposals submitted, and representing the School and/or the University at special events or meetings.

Quality

Quality may be indicated by:

- contribution based on one's research
- congruence with the faculty member's teaching
- documented impact on practice or policy
- documented impact on a professional organization
- evidence of enhancement of the visibility of the School on campus and outside the university
- maintain and enhance the functioning of the School
- result in additional resources for the School and the University
- recognition given to the faculty member or the school as a result of the activity

Relevance

Relevance may be indicated by:

- evidence that the activity was conducted within or related to social welfare, social work or a professional organization or issue
- based upon the faculty member's special knowledge and expertise.
- service to the School such as committee work, administrative assignments etc. are by their very nature relevant.

Quantity

Quantity may be indicated by:

- number, type and extent of activities performed

Committee and/or other service assignments should not constitute more than 10 percent of the non-tenured faculty member's time. Non-tenured faculty spending more than 10 percent of their time do so with the understanding that they may not be able to meet the research and/or teaching requirements of the School and the University. Service activities may not be used to compensate or to substitute for other requirements.