Third Year Review Guidelines

Tenure Track Faculty

Purpose: The main purpose of the 3-year review is to provide the assistant professor with written feedback from the Promotion and Tenrure Committee regarding their progress toward promotion and tenure. As an internal evaluation process, assessment outcome and steps to be taken to improve the prospectives for promotion and tenure will be provided.

Third year reviews are based on the evaluation of the following three areas: research and scholarship, teaching, and service. Please refer to MU Collected Rules and Regulations (CRR Chp. 310 available here) and the HES and SSW bylaws for information on Promotion and Tenure criteria.

In general—

- 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 movement towards a specific and identifiable area(s) of expertise.

- It is expected that the faculty member's performance in all three areas 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, intervention, and policy issues.

- Faculty performance that demonstrates integration and relatedness of research, service, and teaching is particularly valued by the School of Social Work.

RESEARCH & SCHOLARSHIP

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.

When referring to *research quality*, the following are indicators:

- Peer review
- Academic rigor (i.e., methodological and conceptual soundness)
- Demonstrated impact
- Awards
- 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 scholarship include (not ranked in order):
- Peer reviewed conference papers and posters
- Invited talk or presentation at professional meetings or conference

For third year review,
1. Summarize research accomplishments by number in a table or present clearly in a narrative
   a. Publications
      i. Refereed journal articles are priority (3 per year; toward 1 solo; at least one in a social work journal)
         List: Title, Author(s), Journal, Volume and number, Journal acceptance rate and impact rating, Role in publication (% effort or narrative regarding role), Rationale for journal selection (social work; interdisciplinary), Number of citations or other examples of impact
      ii. Book chapters or encyclopedia entries (avoid if it interferes with refereed works)
         List: Title of chapter and book, Author(s) or editor(s), Publication date, Invited/uninvited, Refereed or not
      iii. Book (avoid if work on book interferes with time on refereed works)
         List: Title, Author(s), Editor
      iv. Non-refereed scholarly works (avoid if interferes with time on refereed works)
         List: Title, Author(s), Note if cited in newspaper or other outlet
   b. Grants
      i. MU Internal Funding (obtain at least one by third year review)
         List for funded, not funded, and under review: Source of funding, Project title, Amount of funding, period of funding, role in project, and whether students were supported.
      ii. External Funding (e.g., federal grants, national or state foundations, contracts, Fulbright)
         List for funded, not funded, and under review: Source of funding, Project title, Amount of funding, period of funding, role in project, and whether students were supported.
   c. Presentations—refereed or otherwise (at least one major conference per year)
      List: Title, Presenter(s), Name of conference, Date, Location

2. Discuss significance and relevance of accomplishments
    a. Research agenda and problem
    b. Broader conceptual/theoretical perspective/interests
    c. Implications of research findings for social work/interdisciplinary fields

3. Discuss future research agenda

TEACHING

Teaching activities include all on-campus and online 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.

When referring to *teaching quality*, any of the following are indicators:

- Strong teaching evaluations from students and peers
- Integration of student and peer feedback, when needed
- Awards
- Integration of own research into teaching
- Rigor of assignments
- Curriculum based assessment demonstrating student learning
- Evidence of creative contribution to course and/or curriculum development

For third year review,
1. Define teaching philosophy and pedagogy

2. Discuss teaching responsibilities
    a. Courses taught
    b. Additional teaching responsibilities (i.e. independent studies)
    c. New course development, significant revision to course, and course conversion

3. Quantitative Teaching Evaluation Summaries in a Table (see example here)
   List: Course title, Semester, Delivery (i.e., online, in-person), Number of students in each course, Number of students completing evaluation, Course GPA, Rating on course as a whole, Rating on overall teaching effectiveness, Rating history of the course (suggestion—past five years)

4. Peer Teaching Evaluation Letters (one by third year)
    a. Must be completed by a faculty at the rank of Associate or Full
    b. One of the two must be completed by faculty in the SSW
    c. Either an online or in-person course can be evaluated

5. Student Advisement
    a. Number of students by educational level (BSW, MSW, and/or PHD)

  b. Role on dissertations within and outside of Social Work, if any
  c. Other mentorship roles (e.g., McNair scholars)

6. Future Teaching Agenda
  a. Preferences (what one wants to teach)
  b. Addressing school need (what one is willing to teach, if needed)

7. Other Teaching Assessments
  a. Pre- and Post-tests
  b. ET@MO evaluations
  c. Guest teaching and invited speaking apprasails

SERVICE

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, College, and University include committee leadership and membership, special administrative assignments, and representing the School and/or the University at special events or meetings.

Service quality is indicated by:

- Congruence with faculty member's research and teaching
- Impact on practice or policy
- 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

For third year review,
Service should be described in a narrative or listed in a table by:

1. University (not required by third year)

2. College (not required by third year)

3. School (no more than two committees per year prior to third year, recommended)

4. Community and Profession (all service outside the University, such as boards)
  a. Off campus service is encouraged and counts as service.

    b. Faculty seeking third year review should prioritize service that aligns with their program of research or demonstrates faculty expertise or national recognition in noted research area (e.g., giving testimony)
    c. Journal editorship
    d. Editorial board membership
    e. Journal reviewer
    f. Conference abstract reviewers
    g. Grant reviewer

5. Future service agenda, if applicable

It is recommended that service be minimal prior to third year review in order to allow faculty time to develop a strong research foundation. When third year review candidates consider service engagement, it is recommended that decisions be based upon the relevance of the service to the faculty member's expertise and potential for collaborations. When needed, state the rationale or goal for engaging in the noted service work to the community.