



Standards and Criteria for Promotion and Tenure

**School of Social Work and Human Service
Social Work Department**

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I. Preamble

The Social Work Program is a professional and academic program that prepares generalist practitioners to advance social justice, respect diversity, and create social change. Faculty are committed to working in anti-oppressive ways and including Aboriginal perspectives. They are engaged in influencing policy and practice through teaching, research, interdisciplinary practice and community partnerships. The integration of professional and academic work is valued and the interrelationship of teaching, research, and service is encouraged. Although some faculty contributions may be difficult to ascribe to one category, overall, the evidence of achievement should be of sufficient breadth, quantity and quality to merit appointment, tenure or promotion. Minimum criteria using quantitative measures are stated, at times, in this document. These reflect necessary conditions for appointment, tenure or promotion, but may not be sufficient.

II. Weighting Criteria

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching and service for bipartite applicants, and the balance among teaching/research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching as well as research/scholarship/creative activity — with approximately the same weight given to both areas — and to a lesser degree on service.

| Tripartite | | Bipartite | |
|-------------------|-----|------------------|-----|
| Teaching: | 40% | Teaching: | 70% |
| Scholarship: | 40% | Service: | 30% |
| Service: | 20% | | |

Note: To recognize the flexible nature of the social work field and the range of contributions faculty make to it, a candidate for tenure and/or promotion in the social work department may vary the standard weightings (above) by decreasing one category a maximum of 10% and increasing another category a maximum of 10%.

III Appointment Criteria for Tripartite Faculty

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed with a Master's degree in social work.

Teaching and/or Professional Role

Candidates must show evidence of a potential for effective teaching including engagement with scholarly teaching recognizing that teaching takes many forms in social work. Scholarly teaching effectiveness can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. Additional indicators of scholarly teaching effectiveness are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. A commitment to service contributions is required with the potential for leadership and service excellence. See Appendix C for indicators of service.

Scholarship

A tripartite faculty member must demonstrate potential for successful engagement to ongoing scholarship. Scholarship in the Social Work Department is defined in Appendix B.

IV. Appointment Criteria for Bipartite Faculty

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed with a Master's degree in social work.

Teaching and/or Professional Role

Candidates must show evidence of a potential for effective teaching including engagement with scholarly teaching recognizing that teaching takes many forms in social work. Scholarly teaching effectiveness can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. Additional indicators of scholarly teaching effectiveness are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. A commitment to service contributions is required with the potential for leadership and service excellence. See Appendix C for indicators of service.

V. Guidelines and Criteria for Tenure and Promotion

A. Tenure Criteria for Tripartite Faculty

Criteria for tenure are set out in the categories of academic qualifications, teaching, service and scholarship.

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may obtain tenure with a Master's degree in social work.

Teaching and/or Professional Role

A satisfactory record as a teacher is the standard expectation of tenure while recognizing that teaching takes many forms in social work. Scholarly teaching can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, external validation of teaching methods, and research supervision. It is generally measured through student and peer reviews. Additional indicators of scholarly teaching are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. For tenure, demonstration of a range of service contributions is required with evidence of leadership potential and evidence of satisfactory contribution. See Appendix C for indicators of service.

Scholarship

A tenured faculty member has demonstrated a satisfactory record of scholarship through a clear commitment to and evidence of ongoing scholarship. Evidence can include peer reviewed journal articles, or book chapters and books, or research reports, or internally or externally funded research, or refereed conference presentations, or briefs and magazine/newspaper articles, and recognition at the regional/provincial level. A complete definition of scholarship is provided in Appendix B.

B Promotion Criteria for Tripartite Faculty

It is the candidate's responsibility to demonstrate that performance has exceeded the rank currently held. Time served in a particular rank is not, in itself, a sufficient reason for promotion.

Associate Professor

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed Associate Professor with a Master's degree in social work. Normally, five years of successful performance at the rank of Assistant Professor is required for promotion to this rank.

Teaching and/or Professional Role

A consistent demonstration of scholarly teaching effectiveness, exceeding the required performance standard, is the standard expectation of this rank while recognizing that teaching takes many forms in social work. Scholarly teaching effectiveness can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. It is measured through student and peer reviews as well as external validation of teaching effectiveness. Additional indicators of scholarly teaching effectiveness are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. At this rank, evidence of consistent service contribution with evidence of leadership roles is required. Contributions must be demonstrated in a minimum of four of the following service arenas: department, school, university, profession, community, provincial, or national. See Appendix C for indicators of service.

Scholarship

An Associate Professor is a faculty member with a clear commitment to and evidence of consistent accomplishment in scholarship. To be considered for promotion to this rank the minimum criteria are:

- A record of peer-reviewed scholarly publications. These criteria can be met by: a peer-reviewed book, 4 peer-reviewed journal articles, 4 peer-reviewed book chapters or equivalent combinations.

In addition, it requires some of the following:

- The presentation of scholarly work to professional or general audiences, the publication of non-peer reviewed scholarly work as reports, briefs, newspaper/magazine articles, book reviews, videos/software, the preparation of instructional materials, or the successful receipt of research grants or fellowships (internal or external) through peer-reviewed competitions.

The candidate's work must be recognized at the national level. Dissemination of scholarship in the Social Work Department is described in Appendix B.

Professor

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed Professor with a Master's degree in social work. Normally, five years of successful performance at the rank of Associate Professor is required for promotion to this rank.

Teaching and/or Professional Role

A Professor is a highly qualified faculty member and a distinguished teacher who consistently demonstrates scholarly teaching effectiveness. Recognizing that teaching takes many forms in social work, outstanding performance in teaching can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. It is measured through student and peer

reviews as well as external validation of teaching methods. Additional indicators of scholarly teaching effectiveness are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. At this rank, demonstration of outstanding service contributions and evidence of leadership roles is required. Substantial service contributions must be demonstrated in most of the following service arenas: department, school, university, profession, community, provincial, national, and international. See Appendix C for indicators of service.

Scholarship

A Professor is a faculty member with a clear commitment to and evidence of sustained success in the dissemination of Scholarly Activity and a research program that has national and international significance. This is measured by a consistent and broadening record of peer-reviewed scholarship and externally funded research demonstrating a breadth of research contributions. The minimum criteria to be considered for promotion to this rank are: two peer-reviewed books, 8 peer-reviewed journal articles, or 8 peer-reviewed book chapters.

Dissemination of scholarship in the Social Work Department is described in Appendix B. The expectation at the rank of Professor is that most publications will be peer-reviewed. The candidate's work must be recognized at the international level.

Normally, five years of successful performance at the rank of Associate Professor is required for promotion to this rank.

C. Tenure Criteria for Bipartite Faculty

Criteria for tenure are set out in the categories of academic qualifications, teaching, and service.

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may obtain tenure with a Master's degree in social work.

Teaching and/or Professional Role

A satisfactory record as a teacher is the standard expectation of tenure while recognizing that teaching takes many forms in social work. Scholarly teaching can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, recognition at the local/regional level and research supervision. It is generally measured through student and peer reviews, as well as external validation of teaching methods. Additional indicators of scholarly teaching are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. For tenure, demonstration of a range of service contributions at the local/regional level and evidence of leadership potential is required with evidence of leadership potential and evidence of satisfactory contribution. See Appendix C for indicators of service.

D. Promotion Criteria for Bipartite Faculty

It is the candidate's responsibility to demonstrate that performance has exceeded the rank currently held. Time served in a particular rank is not, in itself, a sufficient reason for promotion.

(a) Senior Lecturer

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed Senior Lecturer with a Master's degree in social work.

Teaching and/or Professional Role

Evidence of exceeding the required performance standard in teaching and a consistent demonstration of scholarly teaching effectiveness is the standard expectation of this rank while recognizing that teaching takes many forms in social work. Scholarly teaching effectiveness can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. It is generally measured through student and peer reviews. In addition, it requires a minimum of four (4) significant teaching-based outcomes such as those listed below:

- a) Curriculum development of new courses, sequences, specializations, programs
- b) Evaluations of programs, curriculum, teaching practices, educational theories, student learning, instructional techniques
- c) Development of case studies for textbooks, web pages, media products and software
- d) Development of instructional techniques and methods
- e) Dissemination of the findings of teaching and learning scholarship at conferences and workshops
- f) External validation of teaching methods

The candidate's work must be recognized at the regional or provincial level.

Additional indicators of scholarly teaching effectiveness are found in Appendix A.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities, as well as at the provincial level. At this rank, evidence of consistent contribution to service is required. Contributions must be demonstrated

in a minimum of four of the following service arenas: department, school, university, profession, community, provincial, national. See Appendix C for indicators of service.

(b) Principal Lecturer

Academic Qualifications

The minimum academic qualification is an earned Doctorate accompanied by a Master's degree in social work. However a candidate who has accumulated experience judged to be particularly relevant and valuable to the discipline may be appointed Principal Lecturer with a Master's degree in social work. Normally, five years of successful performance at the rank of Senior Lecturer is required for promotion to this rank.

Teaching and/or Professional Role

A Principal Lecturer is a highly qualified faculty member and a distinguished teacher who consistently demonstrates scholarly teaching effectiveness. Recognizing that teaching takes many forms in social work, outstanding performance in teaching can be demonstrated through classroom and field settings, professional development workshops/courses, seminars, leadership in program development and evaluation, and research supervision. It is generally measured through student and peer reviews. In addition, it requires a minimum of eight (8) significant teaching based outcomes such as those listed below:

- a) Curriculum development of new courses, sequences, specializations, programs
- b) Evaluations of programs, curriculum, teaching practices, educational theories, student learning, instructional techniques
- c) Development of case studies for textbooks, web pages, media products and software
- d) Development of instructional techniques and methods
- e) Dissemination of the findings of teaching and learning scholarship at conferences and workshops
- f) External validation of teaching methods

Additional indicators of scholarly teaching effectiveness are found in Appendix A.

The candidate's work must be recognized at the national level, establishing her/him as an educational leader among peers in her/his field.

Service

As a professional program, social work recognizes the importance of faculty involvement in university, community and professional service activities. At this rank, demonstration of outstanding contribution to service is required.

Outstanding service contributions must be demonstrated in most of the following service arenas: department, school, university, profession, community, provincial, national, international. See Appendix C for indicators of service.

VI. Appendices

A. Indicators of Scholarly Teaching Effectiveness

- Quantitative and qualitative student evaluations of teaching
- Introduction of a new course to the curriculum or substantial revision of an existing course
- Acting as a subject expert for TRU's Open Learning Division
- Teaching awards
- Illustrations of innovative or creative course outlines, teaching strategies, classroom exercises, assignments or assessment methods
- Mentoring colleagues to improve the quality of teaching
- Reviewing current research on the teaching-learning process and disseminating the findings to peers at conferences and workshops, or in the department
- Reviewing manuscripts and textbooks for publishers
- Involvement in international student or faculty exchanges
- Using technologies to improve teaching and learning
- Initiating teaching development activities in the department, faculty or university
- Engaging in the scholarship of teaching and learning
- Transforming discipline-specific knowledge into understandable formats for use by the general public or client groups
- Community engagement related to the development of teaching and learning

B. Definition of Scholarship in Social Work

Peer reviewed publications: books, journal articles, book chapters, conference papers, posters, videos, films and software.

Non-reviewed publications: magazine, newsletter, and newspaper articles; papers/reports to professional or community service organizations, book/article/grant reviews, briefs to government, self-help publications for clients, and those above not peer-reviewed.

Research Grants: internal or external, with or without a peer-review process.

Other: development of tests, questionnaires or assessment instruments, preparation of research proposals, editing a research or professional journal, developing a new practice technique, invited presentations to professional/community/social service organizations or groups. Guest lectures to students or faculty at TRU or other universities and colleges.

C. Indicators of Service

- Chair, member, or contributor to departmental committees or initiatives
- Chair, member, or contributor to school committees or initiatives
- Chair, executive member, member, or contributor to TRU committees, bodies or initiatives
- Chair, executive member, member, or contributor to professional/community committees, boards or initiatives at the local, regional, provincial, national or international level
- Chair, executive member, member, or contributor to professional Associations at the local, regional, provincial, national or international level
- Provision of workshops, consultation or service to local community agencies, staff or client

D. Collective Agreement Articles Relevant to Tenure and Promotion

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