Promotion and Tenure

The University policy and procedures are clearly stated in the Faculty/University Staff Handbook.

Introduction
The departmental goal is to establish general expectations in the major areas of faculty performance so that each faculty member is aware of the criteria employed in his/her evaluations. Faculty members who join the department as assistant professors in tenure-track positions normally will be considered simultaneously for both tenure and promotion to associate professor. The *TCU FACULTY AND UNIVERSITY STAFF HANDBOOK* specifies the normal period of full-time service prior to the acquisition of tenure; other matters pertaining to promotion and tenure are also specified therein. It is the responsibility of each faculty member to provide documentation in all six areas including scholarship and teaching portfolios/files. Annual review letters will address clearly the criteria used for evaluation.

Criteria for Evaluating Faculty Performance
Each faculty member is evaluated regarding his/her achievements in the six following areas of faculty activity:

A. Teaching  
B. Scholarship  
C. Service to the University, Profession, Departmental Program and the Community  
D. Academic Advising/Counseling  
E. Continued Professional Development  
F. Professional Ethics

The first two of these criteria are judged as a matter of University policy to be of greater importance than the others.

A. Teaching
Teaching students is a major function of the University; therefore, every full-time faculty member must be a capable and effective teacher. Performance of teaching tasks is expected. Faculty who seek high performance appraisals in teaching should offer evidence of excellence in their teaching activities. Examples of the types of activities which may be included in evaluation of teaching include:

1. Classroom performance  
   a. Preparation/planning  
   b. Teaching skills and strategies  
   c. Teacher-student interaction  
   d. Modeling  
   e. Teaching improvement  
   f. Student performance  
2. Field teaching, seminars, and liaison activities  
3. Program development/implementation  
4. Providing direction and monitoring progress for directed studies or honors projects  
5. Participation in outreach, recruitment, orientation, special projects or other activities to project the image and mission of the department  
6. Contribution to departmental or inter-departmental program development or implementation
Evidence of teaching performance comes from the three major sources listed below. Evaluation of a faculty member's performance includes some evidence from each of these three.

1. Evidence from students and/or student performance. Some suggested methods of demonstrating that evidence are:
   a. Evaluation of teaching from student questionnaires
   b. Verbal/written feedback from students regarding the professor's teaching, both positive and negative
   c. Student application of concepts or skills
   d. Evidence that the professor's teaching is related to subsequent student employment/job performance
   e. Evidence that the professor's teaching is related to entrance of students into graduate and postgraduate programs, and to the performance of students in those settings
   f. Student productivity related to involvement with the professor, e.g., publication of research, and participation in professional conferences/workshops

2. Colleague judgments which may come from:
   a. Direct observation of teaching performance through peer evaluation, class visitation, and/or team teaching
   b. Evaluation of level of knowledge/skills students acquired in course(s) taken from the professor
   c. Observed quality of professor's participation in course projects, service learning, honors papers, etc.
   d. Observation of time and effort devoted to teaching preparation
   e. Observation of communication skills and knowledge of one's field acquired in non-classroom settings
   f. Evaluation of teaching approach and materials, e.g., methods of grading and testing, texts and other learning materials used, out of class assignments, and syllabi

3. Curricular information possibly including:
   a. Number of different courses taught, including conference courses and directed research projects
   b. New course preparations
   c. Variety of instructional modes (formal lecture, individualized supervision and direction, discussion, etc.)

B. Scholarship
Scholarship, the discovery or creation of knowledge and the dissemination of this knowledge and information to professional colleagues and other publics, is one of the distinctive marks of a university. Faculty members in a university, therefore, must be involved actively in enlarging their understanding of the discipline and creatively contributing to the discipline. Each faculty member is expected to be actively involved in scholarship appropriate to his/her discipline. Scholars must develop an independent and creative research agenda. A clearly articulated research agenda is a helpful guide for evaluation.

The main outlets for scholarship in the Department of Social Work are journal articles, books, and presentations of papers at conferences. To the extent that quantitative considerations are relevant to the evaluation of scholarly activity, quantity should be regarded as a measure of professional growth and as an indication of continuing scholarly activity. The quality of the scholarship as well as the quality of outlets will be a consideration in the evaluation of scholarship. Single and multiple authorship are valued in the department.
Evaluation of scholarship may be based on:

1. Publication including:
   a. Articles in recognized, refereed journals in the discipline
   b. Professional monographs
   c. Articles in non-refereed journals or in other professionally directed publications
   d. Books or chapters in books published by major firms or university presses
   e. Editorship of books or monographs
   f. Book reviews
   g. Textbooks
   h. Software or other media

2. Presentations
   a. International or national professional organizations
   b. Regional, state, or local professional organizations
   c. Seminars, colloquia, and/or symposia in educational institutions

3. Grants submitted and/or grant awarded

4. Program models, reports, or program evaluations

5. Editorial Work

Minimum Expectations. For various reasons, it is difficult to specify rates or minimum numbers of publications and papers sufficient to meet departmental expectations. It is incumbent upon the Chair and the Advisory Committee to assess quality and quantity of research records. The Chair in turn must provide guidance to the Dean and others who evaluate and act on recommendations. A variety of factors will be considered in evaluating research productivity, including among others the nature of the research activity, teaching and service load, administrative responsibilities, and level of involvement in program related community activities. The Chair must make expectations clear to candidates on a regular basis.

C. Service to the University, Profession, Department, and Community

While teaching and scholarship are the primary responsibilities of the faculty, obligations extend beyond the classroom, office, laboratory, or library. The University cannot function as a community without shared responsibility for those matters pertaining to the community as a whole. Faculty members are expected to participate in committee or other service work at the departmental, college, and/or university levels as well as for the profession and the community.

Types of activities which may be included are:

1. Serving on university, college, and/or departmental committees including leadership in those committees
2. Serving in a leadership position for a professional association including as officer, working member of a committee or task force, or other elected or appointed position
3. Serving in an administrative position in the department
4. Work on accreditation reports or documents
5. Providing consultation to a community agency or other university
6. Sponsoring student organizations
7. Providing professional service to community agencies or organizations

Social work educators should provide leadership in the development of the profession as well as in the training of professionals. Faculty members are expected to seek opportunities to participate in professional organizations. This participation is a form of modeling for students and can take the form of service on committees, serving as officers in these organizations, and other contributions. These activities serve as evidence of a faculty member’s stature in
the discipline and as a means of making TCU and the department visible to the wider academic and professional communities.

D. **Academic Advising/Counseling**

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include, but are not limited to, helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting students in course selection, monitoring students’ progress toward graduation, supporting students with academic difficulties, suggesting possible post-graduate education, making appropriate referrals, and assisting in career counseling.

Quality advising is reflected in a faculty member’s understanding of university requirements, including the University Core Requirements (UCR), major, minor, and associated requirements. Social work faculty advisors must have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member’s quality performance in advising should include a review of not only the accuracy and value of the information disseminated, but also the advising technique reflected in the student/faculty advisor interactions.

The following factors may be considered when reviewing advising:
1. Participation as a University pre-major advisor
2. Attendance at and participation in advising workshops
3. The number of advisees
4. The amount of time spent not only at scheduled advising periods, but also in informal advising throughout the school year.
5. Feedback from students and colleagues
6. Evaluation of student records
7. Development of special advisement materials

E. **Continued Professional Development**

Faculty members are expected to keep themselves abreast of professional knowledge, skills, and developments within the discipline. They should actively pursue programs of study and self-development related to their principal subjects of instruction and scholarship and should continue to cultivate their interests and professional competencies.

The types of activities which may be included are:
1. Receipt of university grants (RCAF, Instructional Development, etc.)
2. Attendance at workshops, seminars, conferences, and professional meetings
3. Auditing or attending courses
4. Continuing education credits
5. Merited leave of absence
6. Participation in post-doctoral study

The measurable manifestation of continued professional development should be improved teaching, research, or administrative performance.

F. **Professional Ethics**

On February 4, 1993, the TCU Faculty Senate adopted as its policy on professional ethics the AAUP Statement on Professional Ethics which is reproduced in the Handbook for Faculty and University Staff. Key components which affect the department include:
1. Professors primary responsibility is to seek and state the truth as they know it so they must devote their energies to developing and improving their scholarly competence. They practice intellectual honesty.
2. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.
3. Professors seek above all to be effective teachers and scholars.
4. Social work faculty are expected to be licensed by the state of Texas and members of the National Association of Social Workers (NASW). They must adhere to the NASW Code of Ethics as well as the Code of Ethics mandated by the license.

All faculty going up for tenure or promotion are expected to maintain and submit an electronic academic portfolio which includes:

1. Teaching:
   a. Statement of Teaching Responsibilities
   b. Teaching Philosophy, Objectives, Methodologies
   c. Description of Curricular Revisions
   d. Selected Course Syllabi and Other Course Materials
   e. Teaching Improvement Activities
   f. Student Course Evaluation Data
   g. Peer Evaluation or Classroom Observation Reports

2. Research and Scholarship:
   a. Description of the Nature of Faculty Research (and, if appropriate, Scholarship Statements from Others on the Importance of the Research Study to the Discipline)
   b. Sample of Books/Publications in Refereed Journals or Creative Works
   c. External Funding or Grants Proposed or Obtained
   d. Editorial Appointments/Offices Held in Professional Societies
   e. Sample of Conference Presentations
   f. Supervision of Undergraduate or Graduate Students

3. Advising
   a. Description of advising work
   b. Number of students advised

4. Professional and Administrative Service
   c. Sample of Departmental/Institutional Committees, Task Forces, and Other Contributions
   d. Description of Role/Contribution to Committees, Task Forces, and Other Contributions
   e. Student Advising, Mentoring Colleagues, Service-Learning Activities
   f. Participation in Community Civic Groups, Agencies, Organizations
   g. Administrative Service

5. Professional Development
   a. Describe activities not previously discussed which contribute to professional growth (e.g., merited leave, visiting faculty appointments, meetings attended, international travel, etc.)