



**PHYLLIS AND HARVEY SANDLER
SCHOOL OF SOCIAL WORK**
College of Social Work and Criminal Justice
Florida Atlantic University

POST TENURE REVIEW POLICY:

Florida Atlantic University, Sandler School of Social Work

INTRODUCTION

This school policy builds on the Post Tenure Review (PTR) policies of the College of Social Work & Criminal Justice and Florida Atlantic University and should be referenced alongside those policies.

CRITERIA FOR POST TENURE REVIEW

The ratings of the PTR Committee will be based upon the prior five years of the faculty member’s “Annual Evaluations,” as well as “Additional Indicators” of the faculty member’s teaching, research, and service, as described below and provided in the faculty member’s PTR package.

Indicators of Performance

This section describes alternative indicators that faculty members may provide to demonstrate post-tenure performance that meets or exceeds expectations. The examples provided below are meant to be illustrative of performance, rather than an exhaustive list. Because the School of Social Work values empowerment and creativity, tenured faculty may recognize contributions of their peers that go beyond what may be considered traditional methods of furthering the mission and goals of the School, College, and University. Faculty members may identify additional indicators of performance in each of the designated three areas—teaching, research, and service—as explained below and examples of each can be seen in the tables at the end of the document.

Research:

Research performance is marked by advancement of knowledge in the faculty’s field of study to produce beneficial impacts for society. The School of Social Work values a broad range of research, including qualitative, quantitative, clinical, policy, theoretical, basic, and applied research. Criteria for evaluating research may include, but not are not limited to: publishing peer-

reviewed journal articles, scholarly books, and chapters in scholarly books; editing scholarly books; participating in editorial boards and review processes for scholarly journals; presenting outcomes of research and other scholarly activities at regional, national, or international scientific or professional meetings; being recognized by peers for scholarship and professional contributions related to research; facilitating research knowledge transfer (to social workers, public policy makers, program developers, and other consumers of social work research); demonstrating progress in research activities such as collecting data, developing manuscripts, pursuing funding for research and other scholarly activities; building university-community research relationships; and mentoring junior faculty and/or students in research activities and collaborating in research with them. The PTR Committee may consider the quantity, quality, and impact of publications and other relevant materials presented by the faculty, and other evidence of contributions to the scientific community, to the profession of social work, and to society in general.

Teaching:

Teaching performance includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, practical experience, mentoring junior faculty in teaching, mentoring students in research activities (e.g., undergraduate or graduate research), supervising students in field education, and direct consultation with students. Evaluation of teaching may include: consideration of effectiveness in imparting knowledge and skills; effectiveness in stimulating students critical thinking and/or creative abilities; the development or revision of curriculum and course structure; training and working with field educators; teaching Directed Independent Study (DIS) or Directed Independent Research (DIR); develop course content and teach to standards of Council on Social Work Education Educational Policy and Accreditation standards (EPAS); and adherence to accepted standards of professional behavior in meeting responsibilities to students (including the National Association of Social Workers Code of Ethics). The PTR Committee may take into account class notes, syllabi, student exams, assignments, peer evaluation, teaching awards, online learning content, student feedback, and any other materials relevant to the faculty's teaching assignments. The teaching evaluation must take into account any relevant materials submitted by the faculty and may not be based solely on student evaluations when this additional information has been made available to the PTR Committee.

Service:

Faculty members may demonstrate service to the School, College, University, professional social work community, and community at large. Examples of service within the School, College, and University include active participation in meetings, membership in or leadership of committees, performing administrative and supervisory functions, mentoring of faculty and adjunct instructors, participation in governance, contributions to the accreditation and reaffirmation processes of the Council on Social Work Education (including the self-study and ongoing program evaluation); promotion of scholarly activities on campus, and *ad hoc* initiatives that contribute to the School, College, or University. Service to the profession includes partnerships with social work agencies and professionals, participating in editorial boards and review processes for scholarly journals; service to professional social work associations, advocacy for the profession, and other activities that contribute to the profession of social work. Service to the

community includes community-based education, using research to educate lawmakers, participation in social policy and legislative advocacy, engaging community partners in charitable or community-enhancing activities, building bridges between the university and the community (e.g., knowledge transfer and application), and development and fundraising efforts.

The School of Social Work believes in building on the strengths of its faculty members, meaning that different faculty members may contribute to the School, College, and University in different manners. Although some tenured faculty members may contribute equally in the areas of teaching, research, and service, others may devote most of their time and energy to one or two particular areas as designated in their annual assignments (e.g., a faculty member who is assigned major administrative roles may not be able to contribute as much in the areas of research, teaching, and service). The Post Tenure Review process is designed to promote and acknowledge the individual strengths of faculty, while also providing a system of accountability.

Criteria for Post-Tenure Review

This section specifies discipline-specific criteria regarding teaching, research and scholarship, and service. When reporting, faculty will include quantifiable details from the tables below on each criteria.

Research and Scholarship:

Research is an essential aspect of the mission of Florida Atlantic University, the College of Social Work & Criminal Justice, and the Sandler School of Social Work. Thus, research is an essential faculty role responsible for maintaining the individual faculty member's competence, contributing to the education of students, and advancing the interests of one's profession and the needs of society. Due to its unique discipline-specific nature, social work research should be translational and informed by the values of the profession, including the commitment to social justice, service, integrity, and the dignity and worth of all people. Furthermore, collaboration in research is paramount, whether within the discipline, across disciplines and/or involving community partners. Scholarly activities in the Sandler School of Social Work involve the formulation, generation, and dissemination of new knowledge, as well as its refinement, application, and/or its capacity to address critical bio-psycho-social-spiritual concerns. The Sandler School of Social Work defines research as *“the production and formal communication of creative scholarly work...To qualify as Research, activities must produce outcomes that are disseminated and subjected to critical peer review or evaluation by the scholarly community, and those outcomes should serve the growth of knowledge in a field or be of significant practical use.”*

TABLE 1. RESEARCH	
CRITERIA	Examples of Evidence
	Supporting Documents: Personal Statement, CV, External Reviewers, Published Manuscripts, Award Letters , Annual

Evaluations, etc.	
Meets Expectations	
<p>Faculty do not have to provide evidence of all examples to meet or exceed expectations. For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review</p>	
<p>Establishes primary area of scholarship</p>	<ul style="list-style-type: none"> • Builds identity within the area locally, regionally, and/or nationally • Disseminates scholarship <ul style="list-style-type: none"> ○ Publishes work in peer-reviewed journals ○ Publishes research based books • Publishes research based book chapters • Is cited and recognized by other scholars • Receives invitations based on scholarly merit to submit articles, chapters, or other scholarly products (invitation letter or email) and submission is disseminated • Presents at conferences • Employs innovative methods for dissemination via various forms of media • Develops collaborative partnerships intra-, inter-, and/or trans-disciplinarily
<p>Is involved in community-engaged research</p>	<ul style="list-style-type: none"> • Engages in collaborative research with community partners • Disseminates findings with and/or to community stakeholders
<p>Engages in professional development</p>	<ul style="list-style-type: none"> • Presents at peer-reviewed conferences locally, nationally, internationally • Presents at workshops • Participates in workshops and/or additional training methods • Mentors others (faculty and/or students)
Example of Exceeds Expectations	
<p>For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review Faculty do not have to provide evidence of all examples to meet or exceed expectations.</p>	
Examples of Evidence	

<p>Exhibits high levels of scholarly attainment and distinguishes self nationally and internationally</p>	<ul style="list-style-type: none"> • Demonstrates criteria in “meets expectations” and extends scholarly contributions nationally and internationally. • Applies research to effect community change efforts, in particular, with vulnerable populations • Applies research to community development activities • Scholarship/expertise is recognized and utilized regionally, nationally, and/or internationally by others, such as policy boards, governmental, or non-governmental organizations • Serves on peer review panels for grants • Produces consistent and extended body of research and publications on author's topic in the top refereed journals of the social work profession and/or refereed journals in cognate disciplines, both nationally and internationally • Continues to produce high levels of publications of theoretical and empirical scholarship • Serve as first author on a number of publications and as co-author with colleagues of equal or lesser rank and/or doctoral students • Serves as editor-in-chief of influential scholarly or professional journals • Writes widely recognized book(s) • Serves as editor of widely recognized book(s) • Receives honors, awards, or recognitions by national or international professional organizations and societies • Receives reviews attesting to the author's important leadership in advancing knowledge in area(s) of focus • Produces scholarship that draws interest and contributes to recruitment of high-quality faculty and doctoral students to the Sandler School of Social Work • Serves as Chair for theses, capstones or dissertations • Documents a record of applying for and/or obtaining extramural research. Documents a record of applying for and/or obtaining extramural research funding (faculty should specify role) • Is noted/respected for written work as emerging leader in the field • Applies sophisticated and appropriate methodological techniques
<p>Displays creativity and originality of work</p>	<ul style="list-style-type: none"> • Articulates how work makes new and meaningful contributions to field • Pursues innovative lines of inquiry • Develops new ways of conceptualizing research within their area of expertise • Develops innovative collaborative partnerships • Develops and disseminates unique and useful social work models, methods, instruments, applications, and products that are translational

Teaching:

Faculty are expected to provide high quality instruction, to consistently model professionalism and core social work values in their instructional efforts, to provide mentorship and advisement to students, and to demonstrate expertise in the content areas in which they teach.

Faculty are expected to demonstrate the intellectual distinction and academic integrity expected of all faculty members via previous promotions. Further, the faculty consistently maintain an already distinguished teaching record.

Teaching activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of teaching activities remains with the faculty member documenting these achievements. Table 1 contains a brief description and examples of how each element can be demonstrated. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 1. TEACHING	
Criteria	Examples of Evidence <i>Supporting Documents may include: Peer Evaluations, Student Perception of Teaching (SPOT), Award Letter, Annual evaluations, etc.</i>
Meets Expectations Faculty do not have to provide evidence of all examples to meet or exceed expectations. For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review	
Provides high quality instruction	<ul style="list-style-type: none"> ● Effectiveness of teaching materials ● States clear and relevant course objectives in syllabi ● Clearly communicates course requirements and grading system ● Demonstrates consistency among objectives, units of study, and assignments ● Continuously updates course content, readings, and media to reflect new issues, theories, methods, and techniques in related areas ● Develops syllabi of sufficient depth and breadth ● Addresses major professional and practice issues pertinent to course content ● Organizes material well and structures course sessions in ways that are conducive to learning ● Presents concepts with clarity, and in a manner readily understood by students ● Uses a variety of teaching methods and media to respond to various student learning styles ● Uses an engaging instructional style that stimulates interest and

	<p>thought, pacing material well</p> <ul style="list-style-type: none"> • Maintains rigor, teaching at the appropriate level • Evaluates students fairly and appropriately • Regularly seeks feedback from students regarding teaching effectiveness • Receives positive student evaluations • Receives positive evaluations from direct peer observation • Involves students in critical thinking about their academic work and their practice experience • Develops and utilizes technology in teaching, including course management software, websites, and other state-of-the art technological advances • Provides students prompt, detailed, and constructive feedback • Is sensitive to students' needs in course work and responds to such needs appropriately • Has a strong grasp of the knowledge and skills of the field in which he or she teaches and synthesizes such knowledge and skills in course content
Demonstrates expertise in content area	<ul style="list-style-type: none"> • Has significant practice experience in the course content area and draws on that experience appropriately, thereby demonstrating practice competence in the classroom • Maintains up-to-date knowledge in content area • Has capacity to integrate theory with practice and draws on this capacity in the classroom
Contributes to curriculum development	<ul style="list-style-type: none"> • Reflects evidence-based practices in syllabi and course instruction • Incorporates current and diverse readings that reflect latest developments in the profession • Contributes to curriculum revision at a programmatic level • Develops new courses
Continues to develop and enhance teaching skills; participates in activities designed to improve teaching effectiveness	<ul style="list-style-type: none"> • Uses university resources to enhance course content and delivery • Manifests steady progress in teaching expertise, including course preparation, structure, readings, and achievement of course objectives as evidenced by course evaluations • Exhibits increasing breadth in teaching and instructional experiences over time
Models professionalism and core social work values	<ul style="list-style-type: none"> • Creates an affirming and inclusive climate for student learning and professional development • Consistently models a high level of respect and appreciation for diversity and inclusiveness • Creates and fosters learning experiences in and outside of the

	<p>classroom that help students grow in self-awareness and understanding of privilege and oppression</p> <ul style="list-style-type: none"> • Responds appropriately and respectfully to student questions and comments • Is regularly on time and well prepared for class • Makes oneself available to students outside class as evidenced by keeping posted office hours and/or providing timely responses to e- mails • Promotes understanding of professional social work values and ethics • Uses the inherent authority of the faculty position in accordance with the NASW Code of Ethics
<p>Provides responsive and effective mentorship to students and colleagues</p>	<ul style="list-style-type: none"> • Encourages students to join professional organizations, attend conferences, and make presentations (supporting document Personal Statement) Engages students in service-learning projects
<p>Additional Criteria - Exceeds Expectations</p> <p>For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review Faculty do not have to provide evidence of all examples to meet or exceed expectations.</p> <p>Examples of Evidence</p>	
<p>Takes a leadership role in any teaching areas</p>	<ul style="list-style-type: none"> • Develops proposals for and implements new courses in response to professional and research advances • Guest lectures in the classes of colleagues • Develops new online courses • Develops, organizes and/or maintains a certificate program • Obtains teaching or training-related grants • Is nominated for or wins an award for excellence in teaching • Develops innovative technologies and teaching techniques • Acts as lead instructor for a course • Publishes social work textbooks (if research based see research criteria) • Publishes books about social work or college instructional approaches/methods (if research based see research criteria) • Publishes other instructional materials • Disseminates new information related to teaching and instructional activities at professional conferences such as Council on Social Work Education (CSWE) or Society for Social Work and Research (SSWR) • Participates/attends instruction development training/workshops

	<ul style="list-style-type: none"> • Gives presentations/workshops, symposia, and lectures to the greater University community and to local, regional, and national public audiences • Is nominated for or wins an award for excellence in advising/mentoring • Mentors instructors, adjunct professors, and/or assistant professors in teaching philosophies, strategies, and techniques • Provides mentorship resulting in students obtaining grants, winning awards, presenting at conferences or publishing in journals • Has received School, College, or University teaching awards or other professional recognition of teaching excellence • Directs independent studies, serves as Chair on capstone committees
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Service

From its inception, service has been one of the core values of the social work profession; it remains an important aspect of the mission of the Sandler School of Social Work, the College, and the University. Therefore, a record of service is required of all faculty undergoing Post Tenure Reviews.

Faculty members are expected to make regular, conscientious, valuable contributions to the greater public good to the School, the College, the University, the profession, and larger society. Effective service within the School, including participation in maintaining a culture of respect, belonging, and care, as well as advancing the School’s mission, is essential.

Table 3 lists evidentiary indicators of professionally meritorious activities consistent with fulfillment of the criteria. Not all faculty members will focus on all of these criteria; however, expertise should be demonstrated across subsets to demonstrate a significant level of service.

The candidate’s service activities shall be evaluated based upon documented evidence offered by the faculty member. The burden of proof of relevance of service activities remains with the faculty member documenting these achievements. Table 3 contains a brief description and examples of how each element can be demonstrated. The examples listed in each category are not intended to be exclusive or exhaustive.

TABLE 3. SERVICE	
Criteria	Examples of Evidence Supporting Documents: Personal Statement, CV, Annual Evaluations, Awards, etc.

Examples of Meets Expectations

Faculty do not have to provide evidence of all examples to meet or exceed expectations.

For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review

<p>Supports the mission and functioning of the School, College and the University</p>	<ul style="list-style-type: none"> • Participates on or chairs School committees • Participates in School, College and student-sponsored events • Contributes to the development and revision of policies, protocols, and/or programs • Participates as an engaged member of College or University committees • Participates in University-sponsored events that showcase the School, College and its faculty • Contributes to the creation of collaborative interdisciplinary partnerships that link the School to other units of the University
<p>Supports the mission and functioning of the Profession</p>	<ul style="list-style-type: none"> • Serves as a manuscript reviewer for professional journals • Serves as an abstract reviewer for professional conferences • Contributes to creating and sustaining effective communication and collaboration by the School, College, external professional groups, and the University • Disseminates findings and activities of professional boards and committees to colleagues, students, and the field • Strengthens professional policies and programs by integrating research and evidence-based policies and practices • Positions the profession as a clear contributor to the solution of society's complex challenges with the University and the community
<p>Collaborates with others to respond to community, state, national, and global needs and issues</p>	<ul style="list-style-type: none"> • Develops creative/innovative service-learning projects that improve delivery of social services and/or the advancement of social justice • Contributes to the design, redesign, or adaption of policies and practices that affect service delivery to families and communities through capacity-building technical assistance • Contributes to collaborative learning experiences with external community, state, national, and international partners to improve student and practitioner knowledge and skills • Creates and supports opportunities for students to participate in and contribute to the efforts of international and global organizations committed to improving the welfare of diverse populations

Examples of Exceeds Expectations

For additional information and specificity, please refer to the BOG document and the College of Social Work and Criminal Justice documents regarding Post Tenure Review Faculty do not have to provide evidence of all examples to meet or exceed expectations.

Examples of Evidence

<p>Takes a leadership role in any of the above service areas</p>	<ul style="list-style-type: none">• Holds leadership positions on College or University committees• Holds program leadership positions within the School that involve budgetary and personnel management responsibilities• Serves as a formal mentor to a Sandler School of Social Work faculty member(s)• Serves on editorial boards of professional journals• Serves as an external reviewer for a faculty member’s promotion and/or tenure at another university• Receives awards related to service and community participation• Is recognized with honors and tributes for distinguished service• Serves in School, College, or University-wide leadership roles• Serves as a formal mentor to a faculty member on University committees or bodies• Serves as an officer, board member or a chairperson of a national or international professional organization• Provides consultation to local, state, national, or international agencies or organizations• Participates in leadership position(s) with community, state, national, and/or organizations that improve the welfare of individuals, families and communities• Presents research and evidence-based findings to boards, study commissions, and/or legislative bodies whose work impacts the public• Holds leadership position(s) in local, state, regional, national, or international professional organizations or associations• Provides leadership for a professional conference and/or institute
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