

Guidelines for Tenure & Promotion Procedures and Performance Expectations for Full Professors and Professors of Practice

Department of Sociology, Anthropology, and Social Work (SASW)

Cover Document Implemented 5/10/13

Revisions Approved 02/24/2016

The department believes that it is crucial that faculty establish a strong record of teaching, service, and research for the purposes of tenure and promotion. Therefore, all faculty will be provided with and subject to these guidelines for tenure and promotion. It is the policy of the department for each discipline to outline expectations regarding teaching, service, and research expectations for tenure and promotion, of their respective faculty, for inclusion in this document.

This document, along with the Texas Tech University Tenure Policy OP 32.01, available at www.depts.ttu.edu/opmnaual/OP32.01.pdf and the College of Arts and Sciences Guidelines for Tenure and Promotion, available at www.depts.ttu.edu/artsandsciences/faculty/Documents/ASrevisedTP.pdf, serve as guidelines for tenure and promotion for SASW faculty.

All disciplines shall adhere to this decision-making process for tenure and promotion in the department, following these general procedures.

At appointment, each faculty member will receive a letter of hire, which outlines their responsibilities, as well as a copy of the TTU OP 32.01 and the college and department guidelines regarding tenure and promotion. A copy of this letter will be placed in the department file and forwarded to the Dean's office for inclusion in the college files.

Beginning in the first year of the appointment, each faculty member will submit an Annual Faculty Report to the Chair. This report will be followed by an individual meeting with the chair to review the report and provided feedback, identifying strengths and weaknesses. A written summary of this meeting will be provided by the Chair to the candidate each year.

All tenured members of the SASW faculty shall have the duty and right to vote on tenure cases, while all SASW faculty at or above the rank being considered shall have the duty and right to vote on promotion cases.

3rd Year Review for Tenure-Track Faculty

During the 6th long semester following appointment to a tenure-track faculty position, a comprehensive evaluation of progress will be undertaken by the department. This section of this document, along with the College of Arts and Sciences Procedures for the Third-Year Review, available at www.depts.ttu.edu/artsandsciences/faculty/Documents/CAS3rdYrReview121712.pdf, govern the procedures for the 3rd year review.

Guidelines for Evaluation of Faculty Performance
Sociology Program

Implemented Spring 2013
Revisions Approved 02/24/2016

Evaluation for Tenure and Promotion
Tenure Track and Tenured Faculty

Research

Faculty members are expected to maintain robust research programs and to ensure that the results of their research are disseminated. Publication in refereed outlets (books and articles) is an absolute requirement. Generally, fewer articles are required if in top journals than if in less prestigious outlets. The majority of scholarly contributions should be first or second author. Evidence of an independent research agenda is required.

The following criteria should be examined in determining the importance of the outlet:

- Peer Review
- The Ranking of the Publishing House/Journal
- The Reception of the scholarship. For a book, this may include any awards or published reviews it may receive. For an article, this may include citations.
- The Scholarly Importance and Contribution of the publication to the scholar's field

We recognize that data collection may affect the timeframe of publication for findings. Additionally, there are multiple types of books that sociologists may publish which will receive differing degrees of consideration (in order of consideration, from highest to lowest): monographs, edited volumes, and textbooks. Dependent on the above bullet-pointed criteria, books may be "worth" the equivalent of multiple articles, at the discretion of the Chair.

Funding for Scholarly Endeavors

Candidates are encouraged to pursue internal and/ or external funding for scholarly endeavors, including research and engagement, as appropriate.

Ranking of Scholarly Works

It is the responsibility of the Department Chair to rank the scholarly contributions of candidates for tenure and promotion. The Chair may, if applicable, seek input from faculty and/or external scholars and use objective metrics such as journal indices to rank these contributions.

The relative prestige of different journals is based on a variety of factors. In ranking journals, the Department Chair may consider the following factors:

- Whether the journal is sponsored by or affiliated with a professional association
- Whether the journal is recognized by a professional association
- Differences in selection criteria (i.e. impact factors)
- Relative frequency of citation
- Published independent assessments

When ranking publications, special attention shall be paid to the appropriateness of publication venue according to the area of research.

Presentations at Professional Meetings

Presentations at professional meetings are also an appropriate way for faculty to disseminate the results of their scholarly research. Despite their importance, professional meeting presentations do not substitute for publications, nor do they carry the same weight in the evaluation process. However, consistent presentations at peer-reviewed professional meetings are strongly encouraged.

Publications in Foreign Languages

Publications in foreign languages should be original work as distinguished from translations (translations have their own level of impact). They should follow the same rules regarding journals in English indices and publishing houses. If presented in a tenure or promotion packet, they should be accompanied by an extended English abstract.

Research Expectations at the 3rd Year Review:

- At least 3 scholarly contributions at the level of an article, book chapter, or similar, on average
- 1 of the above may be before entering Texas Tech
- Research published before joining Texas Tech may also count for the above, although there must be evidence of continuing productivity while at Texas Tech
- On average, one presentation at a peer-reviewed professional conference per year (for a total of at least 3)
- Evidence of attempting to secure internal or external funding for research
- Evidence of mentorship of graduate and undergraduate research

Research Expectations to be granted Tenure and Promotion to Associate Professor:

- A range of 5 to 12 scholarly contributions at the level of an article, book chapter, or similar is typical

- Research published before joining Texas Tech may also count for the above, although there must be evidence of continuing productivity while at Texas Tech.
- A successful case with 5 publications presumes that the scholarly contributions are in high impact factor journals and/or high-level publishing houses.
- On average, one presentation at a peer-reviewed professional conference per year (for a total of at least 5)
- The candidate must be a Graduate Faculty Member
- Evidence of multiple attempts to secure internal or external funding for research
- Evidence of mentorship of graduate and undergraduate research
- Evidence of scholarly outreach to the non-academic community on a local, national, and/or international level

Research Expectations to be granted Full Professor:

- A range of 12 to 25 scholarly contributions at the level of an article, book chapter, or similar, on which the candidate is first or second author is typical
- The primary criterion for a successful promotion to full is scholarly impact. One hundred or more citations in credible indexed journals is typical.
- A successful case with 12 publications presumes that the scholarly contributions are in high impact factor journals and/or high-level publishing houses.
- Research published before joining Texas Tech may also count for the above, although there must be evidence of continuing productivity while at Texas Tech
- Significant involvement with graduate research and evidence of attempts to publish with graduate students.
- Evidence of attempts to involve undergraduates in research
- Continuing evidence of presentations at peer-reviewed, professional conferences at the national and international level
- The candidate must be a Graduate Faculty Member
- Evidence of external funding for research
- Evidence of mentorship of junior faculty
- Continued evidence of scholarly outreach to the non-academic community on a local, national, and/or international level
- Evidence of involvement with external researchers from other universities or similar institutions is preferred

Teaching

As faculty members, one of our primary responsibilities is the education and mentorship of undergraduate and graduate students. We strive to not only be masters of the content of our

discipline, but also to effectively communicate those subject materials and skills to our students. To that end, there are several ways that faculty teaching efficacy will be judged.

Teaching Expectations at the 3rd Year Review:

- Three teaching evaluations by three different tenured colleagues. Two of the three must be sociology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate solid teaching
- Consistent evidence of serving on and/or chairing graduate student committees and/or serving as a reader for the non-thesis option paper
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Teaching Expectations to be granted Tenure and Promotion to Associate Professor:

- Five teaching evaluations by five different tenured colleagues. Four of the five must be sociology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate solid teaching
- Served on at least two graduate student thesis committees, and chaired at least one of those two.
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Teaching Expectations to be granted Promotion to Full Professor:

- Two post-tenure teaching evaluations by two different tenured colleagues. Both must be sociology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate solid teaching
- Significant involvement with graduate student theses: have sat on at least 7 committees and chaired 3 of the 7.
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally)
- Evidence of instructional development

Service

As faculty members, we have a responsibility for making contributions of service to our programs, the department, the college, the university, the local, regional, state, national or global community, and our professions. Expectations for service contributions increase at each level of faculty rank. If service with high investment (such as administrative positions of program

director, coordinator, or committee chairs) is required of a faculty member, it should be given an appropriate weight in consideration of tenure and promotion decisions.

Service Expectations at the Third Year Review:

- Evidence of serving on departmental committees
- Evidence of some professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students, if asked
- Service at the College and University level is not required, but recognized

Service Expectations to be granted Tenure and Promotion to Associate Professor:

- Evidence of serving on departmental committees
- Evidence of multiple types of professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students, if asked
- Service at the College and University level is not required, but recognized

Service Expectations to be granted Promotion to Full Professor:

- Evidence of leadership and involvement on departmental, College-level, and University-level committees is required
- Evidence of leadership and involvement in multiple types of professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students, if asked
- If applicable, evidence of serving in administrative positions at the departmental or College level

Evaluation of Performance for Professors of Practice (All Ranks)

In Sociology, we value the expertise and work of our Professors of Practice for our students and in our department. We expect Professors of Practice to be full and invested citizens of the sociology program.

- (a) This document should not be construed as replacing OP 32.17. OP 32.17 should be considered the primary document.
- (b) According to the language of OP 32.17 as of 12/16/15, after five years of continuous service, the Professor of Practice is eligible (upon majority faculty vote) to receive continuing appointment. Thus, the Professor of Practice shall undergo a third year review similar in nature to that of tenure-track faculty but in reference to the below criteria and appropriate to the nature of the appointment.
- (c) We recognize that Professors of Practice are distinct from the tenured and tenure-track faculty, thus should be evaluated differently.
- (d) This evaluation shall be based upon the following criteria: teaching, research, and service.

Teaching

Overall, the duties of teaching include but are not limited to class instruction, student mentorship, membership on thesis and dissertation committees (if given graduate faculty status), and other similar duties. The typical teaching load is a 3/3, but may differ based on individual responsibilities, expectations, and terms of hiring.

Teaching Expectations at the 3rd Year Review:

- Three teaching evaluations by three different tenured colleagues within SASW. Two of the three must be sociology colleagues.
- Both graduate (if applicable) and undergraduate student evaluations must consistently indicate solid teaching
- If applicable, consistent evidence of serving on and/or chairing graduate student committees and/or serving as a reader for the non-thesis option paper
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Teaching Expectations to be considered for Continuing Appointment:

- Five teaching evaluations by five different tenured colleagues (three may be from the third year review). Four of the five must be sociology colleagues.
- Both graduate (if applicable) and undergraduate student evaluations must consistently indicate solid teaching
- If applicable, served on at least two graduate student thesis committees, and chaired at least one of those two.

- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Research

Consistent with OP 32.17, research in appropriate publication avenues is encouraged. Specific research expectations are individual to the Professor of Practice and spelled out in that individual's hiring letter.

Service

Professors of Practice at all levels are expected to exercise appropriate citizenship in the program, department, College, and university. If applicable, service to the community may also be considered. In accordance with OP 32.17, liaison with professional contacts and entities on behalf of the program is encouraged.

A 3rd year review committee shall be appointed, which will include at least one tenured faculty member from each discipline and one additional tenured faculty member from the candidate's home discipline who is chosen in consultation between the candidate and the department chair. Prior to the third year review committee meeting, the department chair shall rank the outlets in which the candidate has published and provide that ranking to the committee and candidate. The 3rd year review committee will discuss the chair-provided ranking of the outlets in which the candidate has published. This discussion shall be included in the committee's written report to the department chair.

The following actions will be taken as outlined in the college guidelines:

- Submission of dossier
- Review and submission of report by appointed committee
- Opportunity for candidate response
- Submission of report, response, dossier to tenured faculty
- Tenured faculty vote indicating progress toward tenure
- Candidate's review of summary of vote and comments

In the event of an unsatisfactory vote, these additional actions will be taken as outlined in college guidelines:

- Submission of additional material by candidate as desired
- Opportunity for candidate to appear before tenured faculty
- Meeting of tenured faculty to discuss case
- Vote of tenured faculty on whether to dismiss or retain faculty member under review
- Notification of result to Dean

Tenure and Promotion Review for Tenure-Track Faculty

The tenure review will begin and take place according to the timeline laid out in OP 32.01 and the College of Arts and Sciences Guidelines to Tenure and Promotion. The chair must notify the candidate that they are up for review at the beginning of the spring semester of the 5th year of their probationary period. The candidate must submit their dossier to the chair for faculty review no later than the Friday of the first week of classes of the fall semester. Additionally, it is the policy of the department that there shall be a meeting between the candidate and the tenured faculty members before the faculty vote at which the candidate will address the faculty.

The following actions will be taken as outlined in the College Guidelines and OP 32.01:

- Submission of dossier
- Review of dossier by tenured faculty members
- Vote by tenured faculty
- Opportunity for candidate to view chair's letter to Dean and the results of the faculty vote
- Forwarding of the completed dossier to the Dean's office

Promotion Review for Tenured Faculty¹

The tenure review will begin and take place according to the procedures laid out in OP 32.01 and the College of Arts and Sciences Guidelines to Tenure and Promotion.

The following actions will be taken as outlined in the College Guidelines and OP 32.01:

- Submission of dossier
- Review of dossier by higher ranked faculty members
- Vote by higher ranked faculty
- Opportunity for candidate to view chair's letter to Dean and the results of the faculty vote
- Forwarding of the completed dossier to the Dean's office

¹ Sometimes, faculty may not be simultaneously promoted to associate and tenured. This section applies to both those tenured individuals wishing promotion to associate professor and those wishing promotion to full professor.

Anthropology-specific Guidelines for Tenure and Promotion

Implemented January 22, 2015

Research

Faculty members are expected to maintain robust research programs and to ensure that the results of their research are disseminated. Publication in refereed outlets (books and articles) is an absolute requirement. Generally, fewer articles are required if in top journals than if in less prestigious outlets. The majority of scholarly contributions should be first or second author. Evidence of an independent research agenda is required.

The following criteria should be examined in determining the importance of the outlet:

- Peer review
- The ranking of the publishing house/journal*
- The appropriateness of the outlet relative to the research
- The reception of the scholarship. For a book, this may include any awards or published reviews it may receive. For an article, this may include number of citations.*
- The scholarly importance and contribution of the publication to the scholar's field

*Citation indices for the social sciences canvas only a small portion of the journals and other venues in which anthropologists publish their research. Accordingly, in many cases they do not offer a useful indication of the academic impact of an anthropologist's work.

We recognize that data collection may affect the timeframe of publication for findings. Additionally, there are different types of books that anthropologists may publish that will receive varying degrees of consideration (in order of consideration, from highest to lowest): monographs, edited volumes, and textbooks. Dependent on the above bullet-pointed criteria, books may be "worth" the equivalent of multiple articles, at the discretion of the Chair.

Funding for Scholarly Endeavors

Candidates are expected to pursue internal and/ or external funding for scholarly endeavors, including research and engagement, as appropriate.

Ranking of Scholarly Works

It is the responsibility of the Department Chair to rank the scholarly contributions of candidates for tenure and promotion. The Chair may, if applicable, seek input from faculty and/or external scholars and use objective metrics such as journal indices to rank these contributions.

The relative prestige of different journals is based on a variety of factors. In ranking journals, the Department Chair may consider the following factors:

- Whether or not the journal is sponsored by or affiliated with a professional association
- Whether or not the journal is recognized by a professional association
- Differences in selection criteria (i.e. impact factors)
- Relative frequency of citation
- Published independent assessments

When ranking publications, special attention shall be paid to the appropriateness of publication venue according to the area of research. In other words, a regional or topical journal may be a more suitable publication outlet than a national journal depending on the nature of the research.

Published Meeting Abstracts and Presentations at Professional Meetings

Presentations at professional meetings are also an appropriate way for faculty to disseminate the results of their scholarly research. Despite their importance, professional meeting presentations, and the published abstracts that may accompany them, do not substitute for publications, nor do they carry the same weight in the evaluation process. However, consistent presentations at peer-reviewed professional meetings are expected and including graduate or undergraduate student co-authors is strongly encouraged.

Published Site Reports, Grant Reports, and Technical Reports

Archaeologists and to a lesser degree ethnologists/cultural anthropologists conduct research under local, state, national, or international permits. Generally, a condition of such permits, as well as internal and external grants, is the production, publication, and distribution of a technical report, variously referred to as a site report or an interim report. While this class of report does not carry the same weight as a peer-reviewed journal, publishing technical reports is an important and appropriate element of archaeological and ethnological/anthropological research. Each report represents a significant amount of effort, and its impact may be measured by metrics such as relative frequency of citation. Reports resulting from consulting work for which the researcher received financial compensation do not count toward tenure or promotion.

Publications in Foreign Languages

Publications in foreign languages should be original work as distinguished from translations (translations have their own level of impact). They should follow the same rules regarding journals in English indices and publishing houses. If presented in a tenure or promotion packet, they should be accompanied by an extended English abstract.

Research Expectations at the 3rd Year Review:

- At least three scholarly contributions at the level of a refereed article or book chapter
- Research published before joining Texas Tech may also be counted, but there must be evidence of continuing productivity while at Texas Tech.
- On average, one presentation at a peer-reviewed professional conference per year (for a total of at least three such presentations with or without accompanying published abstracts)
- Evidence of attempting to secure internal or external funding for research
- Evidence of mentorship of graduate and undergraduate research

Research Expectations to be granted Tenure and Promotion to Associate Professor:

- At least five scholarly contributions at the level of refereed articles or book chapters
- Research published before joining Texas Tech may also be counted, although there must be evidence of significant continuing productivity while at Texas Tech.
- A successful case with a lower number of publications (five to six) presumes that the scholarly contributions are in high impact factor journals and/or high-level publishing houses.
- On average, one presentation at a peer-reviewed professional conference per year (for a total of at least five)
- The candidate must be a Graduate Faculty Member
- Evidence of multiple attempts to secure internal or external funding for research
- Evidence of mentorship of graduate and undergraduate research
- Evidence of scholarly outreach to the non-academic community on a local, national, and/or international level

Research Expectations to be granted promotion to Full Professor:

- A range of 12 to 25 scholarly contributions at the level of a refereed article, book chapter, or book; preferably with the candidate often listed as first or sole author
- The primary criterion for a successful promotion to full is scholarly impact. One hundred or more citations in credible indexed journals are typical, although, depending on the nature of the research, citations in non-indexed journals should also be considered.
- A successful case with a lower number of publications presumes that the scholarly contributions are in high impact factor journals and/or high-level publishing houses.
- Research published before joining Texas Tech may also be counted, although there must be evidence of significant continuing productivity while at Texas Tech
- Significant involvement with graduate and undergraduate research and evidence of attempts to publish with these students
- Continuing evidence of presentations at professional conferences at the national and international level, at least some of which involve graduate or undergraduate student co-authors
- The candidate must be a Graduate Faculty Member
- Evidence of external funding for research
- Evidence of mentorship of junior faculty
- Continued evidence of scholarly outreach to the non-academic community on a local, national, and/or international level
- Evidence of involvement with external researchers from other universities or similar institutions is preferred

Teaching

As faculty members, one of our primary responsibilities is the education and mentorship of undergraduate and graduate students. We strive to not only be masters of the content of our discipline, but also to effectively communicate those subject materials and skills to our students. To that end, there are several ways that faculty teaching efficacy will be judged.

Teaching Expectations at the 3rd Year Review:

- At least three teaching evaluations by three different tenured colleagues. At least two of the three must be anthropology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate solid teaching
- Evidence of serving on and/or chairing graduate student committees and/or serving as a reader for non-thesis exit examinations
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Teaching Expectations to be granted Tenure and Promotion to Associate Professor:

- At least five teaching evaluations by five different tenured colleagues. Four of the five must be anthropology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate solid teaching
- Consistent evidence of serving on graduate student committees and/or serving as a reader for non-thesis exit examinations, preferably having chaired at least one
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally or informally)

Teaching Expectations to be granted promotion to Full Professor:

- Two post-tenure teaching evaluations by two different tenured colleagues. Both must be anthropology colleagues.
- Both graduate and undergraduate student evaluations must consistently indicate high-quality teaching
- Significant involvement with graduate student theses: have sat on at least seven committees and chaired a minimum of three.
- Other applicable involvement in extracurricular activity with undergraduate or graduate students (formally)
- Evidence of instructional development, which may include the creation of new courses

Service

As faculty members, we have a responsibility for making contributions of service to our programs, the department, the college, the university, the local, regional, state, national or global community, and our professions. Expectations for service contributions increase at each level of faculty rank. If service with high investment (such as administrative positions of program director, coordinator, or committee chairs) is required of a faculty member, it should be given an appropriate weight in consideration of tenure and promotion decisions.

Service Expectations at the Third Year Review:

- Evidence of serving on departmental committees
- Evidence of some professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students, if asked
- Service at the College and University level is not required, but recognized and encouraged

Service Expectations to be granted Tenure and Promotion to Associate Professor:

- Evidence of serving on departmental committees
- Evidence of multiple types of professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students, if asked
- Service at the College and University level is not required, but recognized and encouraged

Service Expectations to be granted Promotion to Full Professor:

- Evidence of leadership and involvement on departmental, College-level, and University-level committees is required
- Evidence of leadership and involvement in multiple types of professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, reviewing papers for journals)
- Evidence of writing recommendation letters for students
- If applicable, evidence of serving in administrative positions at the departmental or College level

Guidelines for Evaluation of Faculty Performance **Social Work Program**

Implemented 06/25/2014
Revisions Approved 02/24/2016

The Texas Tech University's Social Work Program recognizes the importance of recruitment, appointment, promotion, and evaluation policies in furthering its mission of preparing new professionals for the practice of social work. Faculty contributions promote growth, the just and efficacious practice of social work in our communities, and our reputation in the university and beyond. Therefore it is imperative that social work faculty at Texas Tech University strive toward excellence in teaching, social work practice, scholarly activity, and service. This document specifically sets out the expectations for social work faculty in both tenure-acquiring ranks and non tenure-acquiring faculty positions. It is the goal of the Social Work Program to mentor and aid all social work faculty members towards success in attaining excellence and their individual level of highest potential. To this end, these procedures and expectations should be taken in a spirit of collegial growth.

Evaluation for Tenure and Promotion **Tenure Track and Tenured Faculty**

For specifics regarding the procedures, deadlines, and necessary documents related to consideration for tenure and promotion, refer to the following documents:

- The Texas Tech University Tenure Policy OP 32.01, available at www.depts.ttu.edu/opmanual/OP32.01.pdf,
- The College of Arts and Sciences Guidelines for Tenure and Promotion, available at www.depts.ttu.edu/artsandsciences/faculty/Documents/ASrevisedTP.pdf,
- The College of Arts and Science Procedures for Third-Year Review of Faculty in Tenure-Track Positions, available at <http://www.depts.ttu.edu/artsandsciences/faculty/Documents/CAS3rdYrReview121712.pdf> and
- The Department of Sociology, Anthropology, and Social Work's Guidelines for Tenure & Promotion Procedures.

Expectations

Practice Competence

Faculty members who are professional social workers are expected to demonstrate their preparedness and competence for the practice of social work. This is primarily demonstrated through the maintenance of licensing and other relevant credentialing with state boards of social work practice and other national social work organizations. Non social work faculty members are expected to maintain high standards of credentialing as is appropriate for their respective fields or professions.

Teaching

As faculty members, our primary responsibility is the preparation of students for professional social work practice. As such, we strive for excellence in teaching, focusing on student needs and the best possible ways of helping students gain and integrate the knowledge and skills needed to ethically practice social work in the community. The teaching efficacy of faculty will be established using the following methods.

Collegiality in Teaching

Faculty members are expected to demonstrate collegiality in teaching. This can be demonstrated through activities such as participating in the development of curriculum, the appropriate evaluation of student performance in the overall program, providing guest lectures, offering feedback and/or mentorship to other faculty members regarding teaching, and a willingness to share class materials with other faculty members.

Peer Evaluations

Faculty members' appropriate performance in professor-led learning activities will be evaluated by peers at least once every five years. In these evaluations, faculty members will be rated on demonstration of rapport with students, evidence of student engagement, and the presentation of specific and appropriate academic material including, but not limited to, their course syllabi.

The candidate and his/her evaluator should work together to select the class period that will be evaluated, but at least 50% of that class should consist of either lecture or professor-led discussion. The candidate is responsible for giving the evaluator a copy of the syllabus, class materials such as lecture notes or slides, and any other requested materials that would be helpful in conducting the evaluation. The evaluation must be submitted to the department chair and the professor under review within 30 days of the class period that was evaluated. That evaluation should include a brief summary of the day's activities, descriptions of the instructor's strengths and any areas that may need improvement. Finally, it should end with a judgment of "meets expectations" or "needs improvement." If judged to need improvement, the candidate can, if he or she wishes, invite the evaluator for another evaluation. If this second evaluation meets expectations, then it will replace the previous one. If it is still judged to need improvement, then the chair, the evaluator, and the candidate should meet to determine a plan to improve the professor's teaching skills.

For Tenure and/or Promotion to Associate Professor: When applying for tenure, Assistant Professors should have four formal teaching evaluations from their tenured or equivalent colleagues. Three of these evaluations should take place before the third-year review (and be included in that packet) and one afterwards. The evaluators must be at least three different individuals, with at least two evaluators being from social work.

For Promotion to Professor: When being considered for promotion to full Professor, Associate Professors should have at least one formal teaching evaluation from another full professor conducted since promotion to associate professor. When possible, an evaluation from a full professor in social work is preferred.

Student Evaluations

While using student evaluations alone can be problematic, their use in conjunction with other evaluation methods can be helpful in creating a picture of teaching efficacy. It is expected that social work faculty will maintain a consistent pattern of positive evaluation from students on an aggregate basis using the university directed evaluation process. Each instructor of record may provide additional evidence of student feedback through the use of other material, such as communication from students or former students about their experiences with professors or their preparedness for practice, licensing, or additional social work education programs.

Student Mentorship

Teaching includes activities outside of classroom performance. Faculty members are expected to demonstrate performance in other appropriate activities such as completing field liaison responsibilities, providing professional or academic advising for students, and directing students in research activities, (including serving on thesis or dissertation committees within or outside of social work).

Scholarship

Tenure track faculty members are expected to participate in scholarly activities. Dissemination may occur through workshops, presentations at conferences, and non-refereed publications; however, publication in peer-reviewed outlets such as journals or books are preferred and weighed more heavily. The quality of outlets, as indicated by reputation among professionals, acceptance rates, impact, and citation, as well as the quantity of pieces is considered when under review. Additionally, the level of effort required to produce a piece of scholarship is also considered. Books may take longer to produce than articles and should therefore be weighed more heavily in those cases. Books, book chapters, evaluation reports, self-studies and other similar types of products, cannot entirely substitute for traditional journal articles. All materials to be considered must have had some type of review process, whether blind or otherwise; however, blind-reviewed materials will be given more weight. Data collection and manipulation is considered scholarship activity. Therefore, time and effort in qualitative interviews, archival research, or data coding, as examples, should be considered in addition to the final product of research activity. Required documentation for CSWE or the university such as program-level self-studies, annual reports, or competency assessments are also considered scholarship activity. Faculty members are encouraged to pursue internal and/or external funding for scholarship and practice endeavors. Application for and procurement of such funding is also considered scholarship activity.

For Tenure and/or Promotion to Associate Professor: To be tenured and/or promoted to an associate tenured professor position, faculty shall have evidence of a foundation of scholarship activity and potential for growth, as evidenced by publication and professional presentations. While a minimum level of activity needed for tenure and promotion is difficult to quantify, a successful application is unlikely to have fewer than five (5) peer reviewed published journal articles. The closer a candidate's record comes to eight (8) refereed written products of scholarly activity, the stronger the case will be for tenure and promotion. Candidates should also have a record of at least two (2) presentations at professional conferences, typically at a state or national level.

For Promotion to Professor: To be promoted to a full tenured professor position, faculty shall have evidence of a strong record of activity, including a continued publication record, further potential for growth in scholarly activity, and a record of professional presentations and applications for funding. Additionally, there must be evidence that faculty are mentoring junior colleagues (if applicable) and assisting them in developing their skills. While a minimum level of activity needed for promotion is difficult to quantify, a successful promotion application is unlikely to have less than an additional six (6) peer reviewed published journal articles since tenure and promotion to associate professor. The closer a candidate's record comes to ten (10) referred products of scholarly activity, the stronger the case will be for promotion. Evidence of significant impact on the field will also be weighed. Candidates should also have a record of at least five (5) presentations at professional conferences, typically at the state or national level, since promotion to Associate Professor. Candidates at this level of promotion should also have a record of applications for funding, whether successful or unsuccessful. External funding sources beyond the local level will provide stronger evidence for promotion.

Service

As faculty members, we have a responsibility for making contributions of service to our institution, the community, and the profession. Expectations for service contributions increase at each level of faculty rank. Examples of service contributions at different levels of systems:

- *Program-level service* might include activities such as serving on task committees, such as the Admissions Committee or the Curriculum Committee, or an advisor to student groups.
Department-level service might include activities such as serving as chair or member of department-level committees or contributions to reviews and reports related to the department, such as graduate program reviews.
- *College-level service* might include activities such as serving as chair or member of college-level committees, such as tenure and promotion, scholarships, or the College of Arts and Sciences Committee on Academic Programs (ASCAP).
- *University-level service* might include activities such as serving as member or chair of university-level committees, such as faculty senate, tenure hearing, Institutional Review Board, graduate program reviews, or core curriculum, or serving as faculty advisor to non-discipline specific student groups.
- *Community-level service* might include activities such as acting as consultant for a community group, presentations to community members or groups, professional service to community members or groups, collaborations and partnerships with community members or groups, or coordination of community events. Services provided for external remuneration (paid from another source) should follow the rules of the University. When such services relate to or enhance the faculty member's function at the University, these activities can contribute to his/her demonstration of service activities for tenure and promotion consideration.
- *Professional service* might include activities such as serving as editor or reviewer for scholarly journals, serving in officer positions in professional organizations at the local,

state, national or international level, service related to licensing, professional regulation, or accreditation issues, or participation in coordination of local, regional, state, or national conferences.

For Promotion to Associate Professor Assistant Professors are expected to make a service contribution at the program and department level by serving on committees. It is also desirable, though not required, to make some contribution at one or more other levels. As Assistant Professors are generally establishing their academic careers, they should not be overburdened with institutional service responsibilities unnecessarily. The Program Director or Department Chair should intercede, if needed, on behalf of untenured faculty regarding service requests.

For Promotion to Professor: Associate Professors are expected to make significant contributions in the area of service, showing that they are sharing an appropriate level of work in their institution as well as making a contribution outside the institution. They should chair some committees at any institutional level, either volunteering or when asked. They should provide service in the community, whether local, state, national or international. They should demonstrate some significant service to the profession, including contributions at the national or international level.

Administration

Some social work faculty members have designated administrative positions, such as Program Director or Director of Field Education, with associated responsibilities. Social work is a professional program with a separate national accrediting body, the Council on Social Work Education (CSWE). While CSWE provides support for social work education nationally, it also creates certain demands of administrative positions within the social work faculty. The roles of Program Director and Director of Field Education at each degree level are specified by CSWE, and these require the significant investment of time and effort on the part of the designated faculty. Further, it is recognized that such administrative functions are imperative to the functioning of the programs and the maintenance of accreditations, and should therefore be strongly considered in any review for tenure and/or promotion. Each Program Director or Director of Field Education will be evaluated annually to determine his/her level of functioning in his/her administrative capacity.

Evaluation of Performance for Professors of Practice (All Ranks)

Texas Tech University OP 32.17, Section 2.e. defines and describes Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice. This document is located at <http://www.depts.ttu.edu/opmanual/OP32.17.pdf>. In accordance with OP 32.17, Professors of Practice (at any rank) will be for multi-year renewable appointments (e.g., 3–5 years) contingent on successful annual and cumulative performance appraisals. Toward this end, each Professor of Practice will be evaluated by the faculty of the Social Work Program based on the criteria stipulated in this document. A recommendation to renew or fail to renew the appointment will be made to the faculty of the Department of Sociology, Anthropology, and Social Work.

Texas Tech University OP 32.34 covers approval of faculty for non-tenure acquiring rank. This document is located at <http://www.depts.ttu.edu/opmanual/OP32.34.pdf>. It delineates that the academic unit, by a majority affirmative vote, may recommend that a Professor of Practice be considered by the dean for continuing appointment upon six years of continuous full-time service in the appointment, in accordance with OP 32.34. Towards this end, each Professor of Practice (of any rank) should prepare a dossier similar to those evaluated for tenure early in the 5th year of continuous appointment. Based on review of the dossier and majority vote by tenured social work faculty and social work Professors of Practice (of any rank, beyond the 6th year), the Social Work Program will make a recommendation to the Department of Sociology, Anthropology, and Social Work regarding this continuing appointment.

In social work, as in other professional degree programs, such as medicine, nursing, or public health, it is imperative that students are given the opportunity for direct engagement with members of the clientele they will eventually serve. Each professional program must maintain close community ties and work hand-in-hand with professionals who presently serve the populations with whom students require interaction as part of their training. In the Social Work Program at Texas Tech University, the instructors whose primary focus is to provide the link between classroom instruction and community involvement are called Professors of Practice (at any rank). These are non tenure-acquiring positions. While some of the expectations of Professors of Practice are either the same or similar to expectations for tenure-eligible and tenured faculty members, there are also significant distinctions that should be delineated due to the difference in focus and purpose of Professors and Practice. These similarities and distinctions are now explicitly stated, and each should be considered during the evaluation process.

Like tenure-acquiring faculty, Professors of Practice will be evaluated on an annual basis by the Chair of the department. Each of the Annual Faculty Reviews during the current period of hire will be considered for any contract renewals as well as continuation of appointment beyond the 6th year. Progress toward stated goals and progress toward remedy of any noted deficiencies will be likewise considered.

Practice Competence

Faculty members who are professional social workers are expected to demonstrate their preparedness and competence for the practice of social work. This is demonstrated through the maintenance of licensing and other relevant credentialing with state boards of social work

practice and other national social work organizations. Because Professors of Practice are more focused on the direct relationship between the Social Work Program and the community, it is important that Professors of Practice maintain a high profile among members of the social work community and the human services community at large. Professors of Practice are expected to uphold the highest ethical standards of practice while promoting the profession and our Social Work Program in the community.

For continuing appointments: The Professor of Practice (at any rank) will provide evidence of continued licensing to practice social work in the State of Texas. Any violation of the Texas Code of Conduct for Social Workers must be acknowledged and will be considered during the continuation of appointment process.

Teaching

Like all social work faculty, the primary responsibility of Professors of Practice is the preparation of students for professional social work. While didactic engagement is important, the primary focus for Professors of Practice is to help students understand not only the needs of each of their clients, but also the community within which their clients function on a day-to-day basis. Social work students, especially those in field placements, not only integrate the knowledge and skills needed to ethically practice social work, but they must also gain the confidence to navigate the multiple levels of systems in their community. The Professor of Practice will impart skills to understand these systems, identify community problems and enable students to work toward their resolution. Evaluation of teaching for Professors of Practice should include measures of their ability to inspire and enlist student engagement with a client population and its community. The evaluation may include feedback from students, from field agency personnel, from other faculty members, from the department chair, as well as from others with whom he or she works in the community.

For renewing/continuing appointments: The Professor of Practice (at any rank) will provide evidence of teaching the number of courses required by the university for each academic year of hire. He/she will note the special allowances or waivers necessary due to administrative responsibility as required by the Council on Social Work Education, such as Director of Field Education.

Collegiality in Teaching

Professors of Practice (at all ranks) are expected to demonstrate collegiality in teaching. This can be demonstrated through activities such as participating in the development of curriculum, the appropriate evaluation of student performance in the overall program, providing guest lectures, offering feedback and/or mentorship to other faculty members regarding teaching, and a willingness to share class materials with other faculty members.

Peer Evaluations

The classroom performance of Professors of Practice (at all ranks) shall be evaluated by tenured faculty members or higher ranking Professors of Practice. The instructor and his/her evaluator should work together to select the class period that will be evaluated, but at least 50% of that class should consist of either lecture or professor-led discussion. The candidate is responsible for

giving the evaluator a copy of the syllabus, class materials such as lecture notes or slides, and any other requested materials that would be helpful in conducting the evaluation. The evaluation must be submitted to the department chair and the instructor under review within 30 days of the class period that was evaluated. The evaluation should include a brief summary of the day's activities, descriptions of the instructor's strengths and any areas that may need improvement. Finally, it should end with a judgment of "meets expectations" or "needs improvement." If judged to need improvement, the candidate can, if he or she wishes, invite the evaluator for another evaluation. If this is still judged to need improvement, then the chair, the evaluator, and the instructor should meet to determine a plan to improve the professor's teaching skills.

For renewing/continuing appointments: Faculty members will be rated on demonstration of rapport with students, evidence of student engagement, and the presentation of specific and appropriate academic material, including, but not limited to, their course syllabi. Peer evaluations will be conducted three times within the first three years of initial faculty appointment as a Professor of Practice (any rank). The first three evaluations must be by three different individuals, with at least two evaluators being members of the Social Work faculty. Afterward, peer evaluations will be conducted every other academic year until the 5th year review.

Student Evaluations

While using student evaluations alone can be problematic, their use in conjunction with other evaluation methods can be helpful in creating a picture of teaching efficacy. It is expected that social work faculty will maintain a consistent pattern of positive evaluation from students on an aggregate basis using the university directed evaluation process. Each instructor of record may provide additional evidence of student feedback through the use of other material, such as communication from students or former students about their experiences with professors or their preparedness for practice, licensing, or additional social work education programs.

For renewing/continuing appointments: Based on the current evaluation system of the University, these evaluations should range, on average, between scores of 4 and 5. Each instructor of record may provide additional evidence of student feedback through the use of other material, such as communication from students or former students about their experiences with professors or their preparedness for practice, licensing, or additional social work education programs.

Student Mentorship

As mentioned earlier, the focus of teaching for Professors of Practice is the introduction and engagement of students to professional social work within the community context. Much of their interaction with students will be out in the field, in agencies that are sponsoring a field placement site or in other agencies that are interacting with the field agencies. Professors of Practice are expected to demonstrate professional performance (role modeling) for their students, but they may provide other forms of mentorship through professional advising for students and, when appropriate, mentoring students in research activities.

Scholarship

Faculty members in non-tenure acquiring positions should participate in scholarly activities such as grant-writing and professional presentations. They are also encouraged to participate in research and publication when these opportunities are available and their schedules allow.

For renewing/continuing appointments: For each period of hire, the Professor of Practice (of any rank) will provide documentation of scholarship. While a minimum level of activity needed for continuing appointment beyond the 6th year is difficult to quantify, a successful review is unlikely to have fewer than three examples.

Administration

Some social work faculty members have designated administrative positions, such as Program Director or Director of Field Education, with associated responsibilities. Social work is a professional program with a separate national accrediting body, the Council on Social Work Education (CSWE). While CSWE provides support for social work education nationally, it also creates certain demands of administrative positions within the social work faculty. The roles of Program Director and Director of Field Education at each degree level are specified by CSWE, and these require the significant investment of time and effort on the part of the designated faculty. Further, it is recognized that such administrative functions are imperative to the functioning of the programs and the maintenance of accreditations, and should therefore be strongly considered in any performance review. Each Program Director or Director of Field Education will be evaluated annually to determine his/her level of functioning in his/her administrative capacity.

For renewing/continuing appointments: Professors of Practice who also hold administrative positions should provide examples of their accomplishments, those that are expected of their position as well as any that go above and beyond the normal functions of the role.

In the case of Directors of Field Education, one of their more important functions is the recruitment of social service agencies to agree to be field placement sites for the program's students. This process is time consuming. Certain agencies can require multiple contacts with agency personnel and their administrators until all terms and conditions of our affiliation agreements and theirs are understood, agreed upon, and signed. Given that the placement process is conducted every semester, it is vital that the Directors of Field Education not only maintain good working relationships with the current field agencies, but that they are constantly recruiting new agencies for this purpose. This enables the program to offer the maximum number of community-based options for our students' field placements. Evaluation of the performance of a Director of Field Education regarding these responsibilities should be included in their overall evaluation. Feedback from agency supervisors, from students, and from other members of the faculty, such as the appropriate Program Director, may be useful in determining the level of competence of the Director of Field Education in making and maintaining these community arrangements.

Service

All faculty members have a responsibility for making contributions of service to our institution, the community, and the profession of social work. Although expectations for service

contributions increase at each level of faculty rank, it is expected that Professors of Practice will place more emphasis on community service than other faculty members. Examples of service contributions within different systems include:

- *Program-level service* might include activities of serving on Social Work Program task committees, such as the Curriculum Committee, the Professional Performance Review Committee, the MSW Admissions Committee, the Scholarships Committee, or serving as a faculty advisor to a student group.
- *College-level service* might include activities such as serving as chair or member of college-level committees, such as a committee on community engagement.
- *University-level service* might include activities such as serving as faculty advisor to non-discipline specific student groups.
- *Community-level service* might include activities such as acting as consultant for a community group, service on community committees or boards of directors, presentations to community groups, professional service to community members or groups, collaborations and partnerships with community members or groups, or coordination of community events. Services provided for external remuneration (paid from another source) should follow the rules of the University.
- *Professional service* might include activities such as serving in officer positions in professional organizations at the local, state, national or international level, service related to licensing, professional regulation, or accreditation issues, or participation in coordination of local, regional, state, or national conferences.

For renewing/continuing appointment: The Professor of Practice (of any rank) should provide documentation of their professional services provided to the community, and this should be the bulk of their services. However, a list of other types of service to the Social Work Program, to the College or University, or any other level of service, should be provided.

Guidelines for Evaluation of the Performance of Faculty Holding the Rank of Professor in the Department of Sociology, Anthropology, and Social Work

Approved 02/22/2016

Faculty holding the rank of Professor are expected to continue to significantly contribute to the teaching, research, and service missions of the department, college, and university.

Research

In the area of research productivity, the following list provides a broad set of guidelines for the evaluation of Professors, in rank. It should be noted that the list is neither exhaustive nor completely inclusive. Equally, not all items on the list must be attained for the period of review.

- One presentation/poster during the last two years. Merit consideration would apply when this activity occurs at national/international meetings.
- Student co-author on a presentation/poster in last two years.
- Publication of an encyclopedia entry or other short submission (1,000 words or less) such as a book review.
- Publication of a peer-reviewed article in a scholarly journal or a chapter in a book published by a reputable academic press (Rating 4 or 5) in past two years.
- Publication of two articles in scholarly journals or chapters in books (Rating 3) published by a reputable academic press in past two years.
- Submission of a manuscript to a scholarly journal or a chapter in a book to be published by a reputable academic press.
- Publication of a research monograph.
- Application submitted for internal funding opportunity.
- Application awarded for internal funding opportunity.
- Evidence of collaborative research/scholarship activity with internal researchers, such as undergraduate and graduate students.
- Application submitted for external funding opportunity.
- Application awarded for external funding opportunity.
- Evidence of collaborative research/scholarship activity with external researchers.

Teaching

In the area of teaching, the following list provides a broad set of guidelines for the evaluation of Professors, in rank. It should be noted that the list is neither exhaustive nor completely inclusive. Equally, not all items on the list must be attained for the period of review

- Both graduate and undergraduate student evaluations must consistently indicate solid teaching. Merit consideration would apply when student evaluation scores are above

department median.

- Significant involvement with graduate student scholarship. Such involvement for merit includes, but is not limited to:
 - A record of consistent leadership as a member/chair of these committees.
 - Teaching graduate courses consistent with faculty expertise and department curricular needs.
- Other applicable formal involvement in extracurricular activity with undergraduate or graduate students, such as mentoring a student organization or other related activity.
- Evidence of instructional and/or curricular development.
- Presentations on teaching for the university or at regional/national conferences.
- Publications on teaching (e.g., the journal *Teaching Sociology*).
- Receipt of recognition for outstanding teaching through awards.
- Publication of a textbook.

Service

Evidence of leadership and involvement on departmental, College-level, and University-level committees is expected of faculty holding the rank of Professor.

- Evidence of leadership and involvement in multiple types of professional service (i.e., serving on a journal editorial board, being a discussant/reviewer for conferences, organizing conference sessions, organizing conferences, serving as Officers in professional organizations, reviewing papers for journals, reviewing book manuscripts for publishers, serving as Editor for academic journals.)
- Evidence of writing letters of recommendation for current and/or former students.
- Evidence of serving in administrative positions at the departmental or College level.
- Mentoring junior faculty.
- Engagement in scholarly outreach to non-academic community.
- Evidence of one's scholarly work or teaching practices appearing in the popular media.