

**UNIVERSITY OF WASHINGTON TACOMA**  
**SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE**  
**POLICY GUIDELINES FOR TENURE AND PROMOTION**  
**Adopted May, 2016**

**Introduction**

Promotion and the granting of tenure in the School of Social Work and Criminal Justice at the University of Washington (UW) Tacoma are based on a candidate's record in scholarship (tenure track/tenured faculty only), teaching and service. These traditional domains are central to academic life. With respect to these areas, both scholarship and teaching will generally receive greater weight than service activities in the tenure and promotion review process. In arriving at a recommendation for promotion or tenure, the whole record of candidates is considered, with emphasis on scholarship, teaching, and service done since the last promotion.

At UW Tacoma, school and institution building has been and will likely continue to be essential for many years to come. The School of Social Work and Criminal Justice (the School) recognizes the additional demands placed upon faculty members due to UW Tacoma's dynamic environment. Because of our unique disciplinary pairing, we value cross-disciplinary work between Social Work and Criminal Justice. Our School is also situated in an urban-serving campus, and we are committed to community engagement. In keeping with UW's expressed commitment to excellence and equity, contributions in scholarship, teaching and service that address diversity and equal opportunity may be included among the qualifications for promotion. Consistent with the UW Faculty Code (Chapter 24-32) faculty members may wish to place different emphases on the domains of scholarship, teaching and service, while ensuring that the faculty member's efforts support the agreed-upon programmatic goals of the School.

Due to our joint accreditation with the University of Washington Seattle School of Social Work (UWSSSW) for the social work component of our school, the Dean of the School of Social Work may appoint one senior-level faculty member from the UWSSSW to serve on review committees for UW Tacoma Social Work faculty. In addition, the Dean of the UWSSSW will make a recommendation to the Provost regarding tenure and promotion decisions for UW Tacoma Social Work faculty. Even though the two programs are linked through accreditation by the Council on Social Work Education, tenure and promotion of faculty at UW Tacoma are to the University of Washington Tacoma.

The School's promotion and tenure criteria are meant to supplement the general criteria contained in the University of Washington Handbook and the UW Tacoma Faculty Handbook. Consistent with the UW Faculty Code Section 24-34:

Appointment to the rank of associate professor requires a record of substantial success in both teaching and research, except that in unusual cases an outstanding record in one of these activities may be considered sufficient.

Appointment to the rank of professor requires outstanding, mature scholarship as evidenced by accomplishments in teaching, and in research as evaluated in terms of national or international recognition.

Appointment to the rank of senior lecturer may be conferred on persons who have special instructional roles and who have extensive training, competence, and experience in their discipline.

Appointment to the rank of principal lecturer may be conferred on persons whose excellence in instruction is recognized through appropriate awards, distinctions, or major contributions to their field.

## **I. CRITERIA FOR TEACHING COMPETENCE**

### **A. Introduction**

Effective teaching and continued commitment toward growth in the teaching role are essential and expected of all faculty. Faculty are to demonstrate a solid grasp of the current and emerging knowledge, research, and relevant skills of the field in which they teach and the ability to synthesize such knowledge and skills in course content and to communicate them effectively. The ability to formulate, synthesize, and critique theory clearly and to integrate theory and practice, as well as the skill to draw on this capacity in classroom interactions is expected. The School values the ability to draw on experience appropriately and to demonstrate practice competence in the classroom. Additionally, sensitivity to student needs, the ability to respond to them appropriately, and the ability to assess student performance and to communicate this effectively are essential teaching skills. All candidates being considered for tenure and/or promotion will have their teaching competence evaluated as reflected by their ability to design and conduct quality courses that inspire students and are rich in content.

The primary means of evaluating teaching effectiveness occurs within the classroom. However, it is recognized that the teaching role extends beyond this venue. Accordingly, mentoring of students is encouraged. Efforts that engage students as colleagues in the teaching/learning process through scholarly and service activities are also highly valued. Similarly, we value collaboration with other instructors across multi-course sequences or multi-section courses.

### **B. Evidence to be submitted**

Candidates are **required** to provide the following materials for review.

1. List of all courses taught at UW Tacoma.
  - a. Candidates are to prepare a chart which summarizes all courses taught at UW Tacoma as follows: a) course number and title, b) quarter and year offered, c) required or elective course, d) number of credits, e) face-to-face, online, or hybrid course, f) number of students and g) unadjusted combined median of the first four items on the student course evaluation forms from the University IASystem.
  - b. Provide list of independent studies and, if applicable, include master's and doctoral committees

2. All quantitative student course evaluations since last appointment or promotion (whichever is more recent).
3. All electronic qualitative comments from student course evaluations since last appointment or promotion (whichever is more recent).
4. Most recent syllabus for each course taught since last appointment or promotion (whichever is most recent). Both face-to-face and online course syllabi are required.
5. Peer teaching evaluations since last appointment or promotion (whichever is most recent). See the UW Faculty Code Section 24-57A for how often these are required.

In addition to the required items listed above, candidates may choose to submit additional examples of material that s/he believes will best demonstrate teaching competence. These might include evidence of participation in teaching forums, small group instructional diagnoses (SGID) or comparable evaluative materials, new course development, ongoing curriculum assessment and revision, leadership in a curricular area, and teaching awards. In general, candidates should submit the minimum number of materials required to document teaching competence.

For Senior Lecturer candidates, evidence of taking on a “special instructional role” includes but is in no way limited to:

- Leadership in pedagogical or disciplinary communities, curriculum development, or campus-community learning opportunities and partnerships
- Leadership in developing or implementing innovative or inclusive pedagogical practices within the program or across campus
- Significant engagement in on-going pedagogical communities of practice or professional development opportunities related to teaching
- Mentoring new faculty in an area of curricular expertise

For Principal Lecturer candidates, evidence of “excellence in instruction recognized through appropriate awards, distinctions, or major contributions to their field” includes but is in no way limited to:

- Significant contributions to pedagogical innovations on campus or in a discipline, or securing funding for curricular or teaching initiatives
- Significant leadership in the development of new programs or curricular areas
- Significant mentorship over time of faculty related to teaching or curriculum enhancement
- Recognition of excellence in instruction through University-wide, national/international or disciplinary-specific teaching awards or invited talks regarding pedagogy at a national or international venue

- Sustained excellence in instruction

### **C. Teaching portion of candidate narrative**

In the narrative portion of the application, include context about the ways you have developed as an instructor over time. In addition, consider doing the following:

- Describe innovative ideas, assignments, and technologies used in the classroom
- Describe the creation of new courses
- Describe ways you have supported and fostered diversity and inclusion of under-represented groups
- Explain the evolution of each course, particularly when quantitative student course evaluation scores have changed significantly over time
- Utilize adjusted combined median scores for contextualization when appropriate

The School acknowledges that teaching in new and innovative ways is not always recognized and/or appreciated by students. The narrative is one place to provide context. This relates to the need to describe the context of the courses the candidate teaches.

### **D. Field education (applicable to Field Faculty)**

**Introduction.** The School recognizes the value of field education, whether as practicum or internship, and values teaching competence in this area. Among the qualities evaluated for field faculty (those whose appointment includes specified field or internship placement and supervision activities) are the ability to: 1) develop and maintain relationships with appropriate field site agencies in the community, 2) work with a variety of students with wide variance in experience and confidence, 3) remain up-to-date with trends in field education within respective disciplines, and 4) be accessible and flexible in light of changing field education contexts. Contributions to field and internship-based education and supervision by non-field faculty are also valued, but are not required elements of promotion criteria.

**Evidence to be submitted.** Submit for every year since appointment or last promotion (whichever is most recent):

1. The number of students placed each year, broken down by graduate or undergraduate status and the number of agencies utilized for field placements or internships (including multiple sites within a single agency).
2. A list of new field or internship sites successfully brought on board by the candidate.

**Field education portion of narrative.** In the narrative, the candidate should address her/his pedagogical thinking about field education, both for students and for personnel in agencies who work with students directly. Include methods for working with challenging placement situations and disrupted placements. If appropriate, also address how the training of field agency personnel

who supervise students is accomplished and its value to the overall success of the field education or internship component of the School.

## **II. CRITERIA FOR EVALUATION OF SCHOLARLY ACTIVITIES, RESEARCH, AND PUBLICATIONS**

### **A. Introduction**

All **tenured and tenure-track** faculty members are expected to demonstrate sustained scholarly engagement, abilities, and attainments. (Scholarly engagement is **not** required for candidates for promotion to the rank of Senior or Principal Lecturer, but evidence of scholarly engagement can be considered as part of a lecturer's overall portfolio). It is recognized that such scholarship takes many forms and that these forms can differ in importance across disciplines. Such scholarship includes, but is not limited to both quantitative and qualitative research as well as books, articles, technical reports, program evaluations, and curricula external to university courses. In all instances, peer-reviewed work is given greater weight than products not subject to peer review, and the impact, quality, theoretical and methodological rigor, and originality of scholarship will be given greater weight than the sheer quantity of publication. Accordingly, peer-reviewed books and journal articles will be given greater weight than other scholarly products. Scholarly work will be reviewed by external reviewers who are judged to be experts in the candidate's field(s); the opinions of these reviewers will be given substantial weight in the evaluation of a candidate's scholarly portfolio.

In reviewing a candidate's materials, review committees will incorporate the following considerations:

1. The entire body of a candidate's scholarly work will be considered, with particular attention to publications and sustained scholarly activity in-rank.
2. Both independent and collaborative work is valued, and the committee will consider the relative contribution of the candidate to scholarly products. The relative amount and quality of first or sole-authored work in relation to the overall corpus of scholarly work will be considered, but will not be treated as the only indicator of independent scholarship.
3. Criteria regarding the quality of scholarly work will include the degree to which the candidate's work demonstrates increasing or continuous excellence, contributes to new knowledge production, carries important implications for policy, program development, or practice, and rests on sound theoretical and methodological approaches which support the findings and conclusions put forth by the candidate.
4. The corpus of a candidate's scholarly work should address cohesive lines of inquiry in which core central questions or issues drive the research as a whole and integrate its various parts.

5. The quality and relevance of the venues in which a candidate's work is published should be considered. In weighing the quality of the journal or venue, the committee should consider its professional reputation, reach to relevant audiences, and the candidate's stated aims for dissemination.

## **B. Evidence to be submitted**

Candidates are **required** to provide the following materials for review.

1. Incorporate the following information into your CV. A complete list of works published. This list should clearly indicate which materials were published since the time of appointment or last promotion (whichever is more recent), and which were published before that time. The list should be organized according to type of publication (e.g., books, chapters in books, journal articles, etc.). Authors should be listed in identical order as they appear on the published manuscript; page numbers should be listed as well. Candidates are expected to briefly describe their role and contribution to non-sole or non-first authored work.
2. Copies of all work published since the time of appointment or last promotion (whichever is more recent).

In addition, the candidate **may choose** to supplement the scholarship-related review materials with:

1. Information regarding recognition of the candidate's scholarly contributions such as service on editorial or scholarly boards, special recognition, and other scholarly honors or awards.
2. A selected list of completed unpublished works including monographs, grant proposals, project reports, papers delivered at conferences, and similar materials completed since the time of last appointment or promotion.
3. Copies of published reviews or critiques of your work such as book reviews, letters to the editor, etc.

## **C. Scholarship portion of candidate narrative**

In the narrative portion of an application, candidates should outline the core scholarly questions or issues that ground and integrate their work, and describe how scholarly products are interrelated and represent a cohesive body of inquiry. Candidates should also describe the overall trajectory, progressive contribution, and impact of the body of scholarly work. This description should clarify the candidate's role in each scholarly project and product. Finally, candidates are encouraged to include a full description and/or list of research projects and manuscripts in process, with a clear statement regarding the current status of each such work. The purpose of this description is to indicate the direction of the candidate's scholarly and research interests and to demonstrate the potential for future scholarly contributions.

### **III. CRITERIA FOR EVALUATION OF SERVICE AND COMMUNITY CONTRIBUTIONS**

#### **A. Introduction**

Service to the School, UW Tacoma campus and the University as a whole, professional disciplines, and local-to-global communities is highly valued and will be considered for all applications for tenure and/or promotion.

It is expected that all faculty members will participate in the ongoing governance of the School in an engaged and responsible manner. This may manifest through a variety of opportunities: policy formulation, program development, administrative duties, ad hoc and standing committees, mentoring of new faculty or part-time lecturers, etc. Such service is necessary for the ongoing health and growth of the department, and is a component of satisfactory faculty performance. Engagement in national and international service commitments shall not solely substitute for involvement with the larger campus community through equitable and ongoing sharing of committee responsibilities or specialized projects. In evaluating a candidate's service contributions, the review committees will assess the quality and range of service across the local-to-global spectrum.

Recognition will be given to faculty members who perform service of particular value to the School and its students, the University, or the community at large, especially under-represented or marginalized groups. Such service may include, but is not limited to, developing major resources for the School; providing leadership to state, national, or international organizations; providing leadership to students through formalized mentoring or student organization advising; or representing the University at public events.

In keeping with the urban-serving mission of the campus, special recognition will be given to service that is focused on local and regional communities and their needs. Such service may include, but is not limited to, serving on public commissions and committees; volunteering with local agencies and organizations; or providing *pro bono* consultation or other services to non-profit or public entities.

#### **B. Evidence to be submitted**

1. List, describe, and/or briefly explain the service activities which you believe have made a significant contribution to those categories mentioned above.
2. List and briefly explain special appointments, service-related awards, or other recognition received.

#### **C. Service portion of candidate narrative**

In the narrative, address how your service activity is integrated into your larger academic pursuits. Describe any common threads in your service that may be related to your scholarship or teaching and how your outside-of-campus service reflects UW Tacoma's urban-serving mission.

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