MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT), TENURE, PROMOTION GUIDELINES

DEPARTMENT: Social Work

COLLEGE: Health & Human Services

SEMESTER/YEAR OF CURRENT REVIEW: 2016-2017

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Spring 2020

DEPARTMENT ADOPTION SIGNATURES:

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Provost

THIS PLAN IS IN EFFECT FROM Fall 2016, THROUGH Spring 2020
POLICY FOR ANNUAL REVIEW, TENURE, AND PROMOTION

for

THE SCHOOL OF SOCIAL WORK

July 2016- approved April 15, 2016 by faculty vote

Posted September 2017

COLLEGE OF HEALTH AND HUMAN SERVICES

MISSOURI STATE UNIVERSITY
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Introduction

This document's principal purpose is to assist faculty members within the School of Social Work (SSW) to achieve tenure and promotion. Sections on this topic include the responsibilities of the Personnel Committee (PC) and standards and criteria within the areas of scholarship, teaching, and service. Members of the PC are available to assist untenured faculty in discussing this policy and achieving its standards. Procedures associated with each of these evaluations are described in the Faculty Handbook 2017. The University's annual Academic Work Calendar also describes these procedures with due dates for materials.

Responsibilities of the Personnel Committee

Consistent with the Missouri State University Faculty Handbook (August 2017), the School of Social Work engages in two evaluative processes for probationary faculty, including regular (annual) evaluations of progress toward tenure and promotion and the evaluation of the application for tenure and promotion. In The School of Social Work the PC with faculty face to face regarding tenure and promotion evaluations.

Annual Review of Progress Toward Tenure and Promotion

The candidate shall initiate the annual review process, submitting relevant materials to the chair of the PC at a date specified by the university academic calendar. This is a review of the faculty member's performance to date while employed at Missouri State University (MSU), with special emphasis on performance since the last review. The main goal of this review is to facilitate the candidate's efforts for eventual tenure (for tenure-track) and promotion, and each review must indicate whether the faculty member's progress toward tenure and/or promotion is (a) satisfactory, (b) questionable, or (c) unsatisfactory. If performance is judged to be
questionable or unsatisfactory, a specific rationale must be given, areas for improvement identified, and specific suggestions provided.

Evaluation is performed by the members of the PC holding a position equal to or above the applicant’s position. The Director will make an independent recommendation and forward both to the Dean of the College. The Director shall not be a participant in the voting or deliberations of the PC. Copies of the PC’s recommendations shall be provided to the faculty member, who must sign, indicating receipt of the document. Similarly, the recommendations from the Director and the Dean also must be given to the faculty member who signs each document indicating receipt. Recommendations from the Director of the School of Social Work are given in person.

Review of Application for Tenure and Promotion

Tenure will be granted only to faculty members who apply for tenure and are approved through normal procedures (see Faculty Handbook). Candidates applying for tenure will follow the School’s policy and procedures as outlined in this Policy. Promotion will be granted to faculty members who apply and are approved through normal procedures. Candidates will follow the School’s policy and procedures as outlined in this Policy.

Review of Application for Promotion (for Tenured Faculty and Clinical Faculty)

The PC also is responsible for evaluating faculty who wish to apply for promotion. Only members of the PC who are at or above the rank being sought participate in the evaluation for promotion. Tenured faculty members may request a pre-promotion review one to two years prior to application for promotion. The review should indicate that the faculty member’s progress toward promotion is (a) satisfactory, (b) questionable, or (c) unsatisfactory. If performance is
judged in a review to be questionable or unsatisfactory, a specific rationale must be given, areas for improvement identified, and specific suggestions provided.

**Progression Through the Probationary Period**

**Faculty Responsibilities**

The primary responsibility of faculty is to create a learning environment that stimulates the critical and creative thinking of social work undergraduate and graduate students. Faculty members fulfill this responsibility through teaching in the classroom and advising students outside the classroom, conducting scholarship activities that enhance their performance in the classroom and contribute to the knowledge base of the profession, and performing service that promotes the learning of School of Social Work students and contributes to the broader environment. Additionally, faculty members are expected to evidence appropriate collegiality and professional ethics.

Faculty members also fulfill their responsibility to enhance the learning process by (a) consistently discharging their duties; (b) adhering to the professional values, principles, and ethical standards of the *NASW Code of Ethics* (1996, revised 2008) in their interactions with students and colleagues; and (c) demonstrating shared governance within the School, the College, and the University. Therefore, the success of faculty members is demonstrated through their performance of effective teaching; scholarly discovery, application, and integration activities; and service activities that complement their teaching and professional responsibilities. While it is anticipated that faculty members will display unique strengths in one or two areas, excellence in one area cannot compensate for glaring weaknesses in other areas due to the negative impact this might have on the School of Social Work.
To assist untenured faculty members in their efforts to develop as professional educators and to achieve promotion and tenure, the SSW has adopted a philosophy and program of mentorship consistent with University policy. Participation in the mentoring program is not mandatory but is highly recommended. Faculty members may choose their own mentors who may be faculty members in the SSW or in other departments.

**Teaching**

In accordance with the August 2017 *Faculty Handbook*, the School of Social Work maintains that teaching is the most important responsibility of its faculty members; therefore, faculty members must demonstrate effective teaching to be successfully considered for tenure and promotion. Faculty members must demonstrate two things: a sustained record of effectiveness and a cumulative record of teaching effectiveness. A sustained record of effectiveness means that the candidate has consistently, across time, increased teaching effectiveness or has maintained high levels of teaching effectiveness. A cumulative record of teaching effectiveness indicates that the candidate has accumulated various forms of evidence, widely dispersed across the criteria for teaching, as contained in this document. This means that the successful candidate will demonstrate through the submission of supporting evidence and documentation ongoing efforts to improve teaching and will demonstrate a commitment to the pursuit of teaching excellence through various means.

The definition of teaching is multidimensional and reflects the professional nature of the programs in the SSW. First, teaching stimulates and nourishes the intellectual needs of the students. Second, teaching methods respond to a variety of learning styles. In accordance with professional practice standards, the SSW recognizes that students learn in a variety of ways (e.g., through different senses—auditory, visual, kinesthetic, and touch). In order to stimulate student
learning, teachers should try to employ a variety of methods. Third, learning in the SSW is a shared responsibility between the educator and the students. Fourth, teachers serve as resources for student learners providing not only classroom content but also information about the profession that may be beyond the scope of the course.

Because teaching is multidimensional, measures of teaching effectiveness must also be multidimensional. No single measure is adequate to assess the total domain of teaching efficacy; different measures are used to assess different dimensions of teaching. Various means of measuring teaching effectiveness are recommended in later sections of this policy.

While teaching in the classroom is the primary responsibility of instructors, teaching also occurs in the academic advising relationship. Therefore, teaching effectiveness is also measured by effective academic advising. Efficacy in the academic advising role is also multidimensional. Academic advisors must be knowledgeable about all pertinent policies, procedures and information that affect a student's academic success; must be able to share their knowledge so students can use it; must be able to help their advisees develop professionally and academically through the advising relationship, empowering students to make their own decisions; must be available and accessible to students; and must stay current with information relevant to a student's academic success.

**Scholarship/Productivity**

In accordance with the August 2017 *Faculty Handbook*, the School of Social Work (SSW) maintains the creative process is an integral and indispensable part of the University as an educational institution. Consequently, scholarship and creative activities should be considerations in all annual review, tenure, and promotion decisions (*Faculty Handbook*).
Emphasis is placed on those activities and products that are peer-reviewed and disseminated to a broad audience. Important purposes of scholarly and creative activities are to:

(a) Maintain and enhance the faculty member’s competence; (b) fulfill ethical obligations to increase professional knowledge for practice; (c) meet the needs of the practice community (micro, mezzo and macro levels); (d) enhance the education and stimulate the learning of students; and (e) advance the interest of the social work profession and the broader society.

As indicated by these purposes, the SSW believes scholarship activities cannot be separated from teaching or service and should be interwoven among all three; therefore, faculty members cannot focus solely or primarily on scholarly performance to the detriment of teaching or service activities.

Scholarship in the SSW takes many forms that reflect university-wide standards, the unique nature of the professional/applied programs in the School, and the talents and abilities of individual faculty members. Scholarship is broadly defined as activities that encompass original research or creative endeavors (scholarship of discovery); the review and integration of prior research (scholarship of integration); the application of current knowledge and innovations to practice (scholarship of application); and activities that design innovative instructional strategies, evaluate teaching processes, and involve students in the process of inquiry and discovery (scholarship of teaching).

The University's commitment to scholarship is consistent with the ethical obligations of professional social workers as delineated in the *NASW Code of Ethics* (1996, revised 2008). The Code includes research responsibilities as one of its six ethical principles as follows:

**Value:** Competence
Ethical Principle: Social workers practice within their areas of competence, and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Scholarship of integration reflects the efforts of faculty to interpret, draw together, and bring new insight on original research conducted by others. Faculty members engage in the scholarship of application when they apply research principles and processes to social work practice experience. When candidates assess their teaching with the intent to improve their performance, evaluate the effectiveness of new teaching techniques, develop teaching materials for use in the classroom, and involve students in research endeavors, they engage in the scholarship of teaching.

Because MSU grants the graduate degree (MSW), the scholarship of discovery is recognized as an essential element of the School's mission and a valued contribution by any candidate for tenure and promotion. Therefore, while all the forms of scholarship listed above are important, a successful candidate must engage in original research or creative endeavors that expand the knowledge base of the social work profession (scholarship of discovery).

Each type of scholarship can result from or in the acquisition of funding for research or course development, presentations at scholarly meetings, and publications in professional journals. Through all their scholarship endeavors, faculty members are encouraged to demonstrate how the activities enhance their teaching performance. Again, emphasis is placed on those activities and products that are peer-reviewed and disseminated to a broad audience.

The School of Social Work (SSW) values and supports grant-writing activities that are consistent with its mission, goals, and objectives. A grant may encompass any one or
combination of the scholarships of discovery, integration, application, or teaching, depending on its nature.

**Service**

According to the August 2017 *Faculty Handbook*, faculty members are expected to make professional contributions through service to the School, the College, the University, the regional community, and to their discipline as one of the requirements for promotion and tenure (Chapter 4, *Faculty Handbook*). In addition, however, the *NASW Code of Ethics* (1996, revised 2008) to which all SSW faculty members are obligated dictates that professional social workers donate their time and expertise to the social work practice community to enhance service to the vulnerable populations served by the profession as follows:

**Value: Service**

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems. Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Therefore, the SSW and the profession place higher expectations on faculty members to engage in service than perhaps do other departments in the University community. Service activities must clearly be linked to the provision of professional expertise to improve the well-being of and meet the basic needs of individuals, families, groups, organizations, and communities. The SSW recognizes that service may take many forms at many levels. Examples and elaboration of service requirements are provided later in this document.

**Preparing for Annual Evaluations (Leading to Tenure/Promotion Decisions)**

The annual review, tenure, and promotion policy and procedures of the School of Social
Work shall be consistent with those found in the *Faculty Handbook*. Whenever a discrepancy occurs, the Faculty Handbook will take precedence. The following addresses this policy:

1. The Director will provide a copy of the Policy for Annual Review, Tenure, and Promotion to each new faculty member at the time of initial appointment.

2. A copy of these policies and procedures will be maintained in the Director’s office, posted on the Provost’s website and will be available to all faculty members of the School.

3. Faculty members will be evaluated in terms of their teaching effectiveness, scholarly activity, service activities, and/or negotiated roles. For annual review, emphasis is placed on performance since the last evaluation. For tenure, emphasis is placed on the performance since employment at Missouri State University (MSU). For promotion, focus is on the performance in accordance with the faculty member’s present rank (see *Faculty Handbook*).

4. The applicant is solely responsible for preparing appropriate forms, collecting prescribed documentation, and providing copies of the documentation as needed.

5. The applicant will be evaluated for tenure and promotion to Associate Professor in accordance with the policy that was in place at the time the person was hired; Associate Professors applying for promotion to Professor have the option of using either the most current version of promotion criteria or an earlier version of criteria that has been in effect since their promotion to Associate which was in effect within seven years of the application. For instance, a policy in effect in fall 2012 could be used for a promotion application in fall 2019. Clinical Faculty evaluated for promotion have the option of using either the most current version of promotion criteria or an earlier version of criteria that has been in effect within seven years of the application.

6. Years of service at other universities, which are to be counted toward tenure, shall be negotiated at the time of employment and shall be included in the initial letter of appointment, which is to be made available to the PC by the applicant.

7. The granting of tenure and promotion to Associate Professor can occur at the same time.

8. Consideration of early tenure and promotion is advisable only in exceptional situations. The dossier for the person requesting early tenure and promotion should be extraordinary and provide evidence beyond that required for the usual timeline of tenure and promotion. Examples include winning teaching awards or national scholarship awards while a probationary faculty member. Such examples must be in addition to what is
expected for the normal tenure and promotion review standards. Likewise, early promotion to Full Professor is possible with exceptional, sustained scholarship, teaching, or service significantly beyond what is expected. Examples might include securing large grants with national or international exposure as a PI; serving for a number of years as a Commissioner on the Committee for Accreditation, Council on Social Work Education and acting as a consultant for other programs in the United States; or developing an international internship with a service focus that is responsible for both research and external funding for three or more consecutive years.

**Preparing for Tenure and/or Promotion Candidacy**

The Provost will publish in the annual Academic Work Calendar a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule (Faculty Handbook). This calendar will include a timeline for submission of materials and subsequent reviews at all levels. The diagram below, taken from the Faculty Handbook, illustrates the submission and review process. The school of social work expects one of the required peer reviewed publications by the third year.

Departmental criteria for tenure and/or promotion that have been approved by the Dean and the Provost align with the criteria in the Missouri State University *Faculty Handbook*. The required information and order of the documents is available on the Provost’s website.
Process for External Reviews (Tenure/Tenure-track)

The tenure/promotion dossier will include external review. For tenure-track actions, external reviews, based on criteria provide in departmental guidelines will be solicited by the Department Heat to aid in decisions. The faculty member will submit four names and the Director of the SSW, in consultation with the PC, will submit four names to create the pool of potential reviewers. The dean will approve that institutions are comparable and potential reviewer background meets the needed expertise. The faculty member, Director, Dean and PC shall work collaboratively to identify four external reviewers, two from each list. The list of reviewers will be submitted to the Dean who will certify that the selection process has followed guidelines. The Director is responsible for obtaining a sufficient number of reviews. Reviewers shall be identified social workers who have expertise in the area of the candidate’s primary scholarly activity. The absence of a review will not be allowed to prejudice the tenure or promotion candidacy of the faculty member. The materials sent to the external reviewers should
include the following information:

http://www.missouristate.edu/provost/extreviewerguidelines.htm

Materials related to the categories of teaching, research, and service are outlined below.

TEACHING

General Standards for Effective Teaching

Teaching effectiveness varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment may not be weighed so heavily as in subsequent years. Other conditions of employment such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness.

Teaching Documentation for Portfolio

- Begin with a Table of Contents
- Place materials in order specified in matrix (Appendix D)
- Student course evaluations above 2.5
- Peer Reviews
- Syllabi and Description of Depth/Breadth
- Professional Development Certificates
- Description of how teaching evolved as a result of feedback or professional development activities
- Artifacts such as screen shots, project descriptions, service learning assignments, etc.
- Data regarding teaching effectiveness, to include a summary chart of classes taught from...
time of hiring including the Semester, Course, Number Enrolled, Student Rating, and Number of Times the Course was taught (see Appendix E). Include each student evaluation summary with all student comments.

- Description of reassigned time for administrative activities related to teaching (e.g., Program Coordinator) and evaluations of effectiveness in that role.

There are many ways to be a good teacher. However, teaching effectiveness is never a singular construct. Consequently, evaluation of teaching effectiveness must be based on multiple indicators. While it is the responsibility of the faculty members to build a case for teaching effectiveness using multiple indicators, the specific indicators used will vary widely. However, it is acknowledged that some of the common sources of these indicators, such as teaching awards, peer reviews, student ratings, advising, and grants sought or funded are likely to be necessary for establishing a case for tenure. The focus of this document will include self-evaluation, student ratings, peer evaluations, and advising.

**Self-Evaluation (contained in Personal Statement of Teaching):**

An essential measure of teaching effectiveness is the individual faculty member’s critical review of his or her own teaching approaches, philosophies, and self-review of teaching tools and techniques. This measure of teaching effectiveness can be useful for assessing organization and preparation, teaching objectives, course content and rigor, and subject knowledge. Additionally, this measure can be used to elevate course development activities, active attempts to improve teaching, and efforts to incorporate new instructional technology into the classroom. This method should not be used to assess dimensions such as presentation skills or attitude measures.
Here are suggestions on what to add to the personal statement for teaching:

- Comment about your accomplishments within context of requirements
- Discuss any allocated time for administrative activities related to teaching (i.e., Program Coordinator)
- Discuss approach to teaching, how it has evolved as a result of experience and feedback
- Discuss innovative teaching methods
  - Technology
  - Problem-Based Learning
  - Service Learning
- Describe professional development you’ve completed related to teaching and its effects on your approach
- Discuss evidence of your teaching effectiveness
  - Pre-Post Measures
  - Student Evaluations
  - Peer Reviews

Peer Review:

Candidates must include peer reviews for evaluating their teaching. The School of Social Work strives for a nurturing environment that assists faculty in their development of effective teaching. Peer review provides an opportunity for faculty members to obtain feedback through dialogue about teaching, methodology, content, and the complex nature of teaching as a form of scholarship. Successful candidates will accumulate multiple peer reviews that span the years of their probationary faculty status.

Student Surveys:

Student surveys provide valuable information about perceptions, attitudes, behavior, and daily interactions between student and instructor. Providing an opportunity for students’ input in the area of teaching acknowledges their voice as recipients and consumers in the educational process. Student feedback is one indicator that can be used to measure and evaluate teaching effectiveness. Student surveys should not be used as more than 50% of the teaching evaluation
category. Receiving a consistently acceptable Student End-of-Course Evaluation average rating of \( x > 2.5 \) on a 5.0 scale.

Adviseing

While teaching in the classroom is the primary responsibility of instructors, teaching also occurs in the academic advising relationship. Therefore, teaching effectiveness is also measured by effective academic advising. Efficacy in the academic advising role is also multidimensional. Academic advisors must be knowledgeable about pertinent policies, procedures, and information that affect a student’s academic success; must be able to share their knowledge so students can use it; must be able to help their advisees develop professionally and academically through the advising relationship, empowering students to make their own decisions; must be available and accessible to students; and must stay current with information relevant to a student’s academic success.

A partial list of possible measures and evidence of teaching effectiveness and quality indicators are included below. Additional ideas and examples are also encouraged for consideration for promotion and tenure. Faculty members seeking tenure will be required to provide evidence of overall effectiveness in all categories of teaching indicators.

Tenure/Tenure-track Teaching Indicators

Teaching characteristics will be evaluated as follows:

1. Demonstrates knowledge and uses of research on teaching and learning.

   **Measure**
   
   - Attends professional conferences and workshops focused on teaching
   - Integrates research regarding teaching into courses
Evidence of Evaluation

- Attendance at workshops on teaching and learning (certificates, verification)
- Bibliographies indicating integration into classes
- Syllabi
- Peer reviews

2. Demonstrates appropriate assessment of learning objectives

Measure

- Types of assignments (e.g., tests, papers, presentations, interviews, role-plays, and critiques)
- Linking assignments to objectives

Evidence of Evaluation

- Sample of class activities
- Course syllabi

3. Demonstrates an appropriate mix of alternative learning strategies.

Measure

- Instructor uses role playing, videotaping, group work, technology, videos, blackboard, power point, skits, case studies, guest speakers, etc.

Evidence of Evaluation

- Peer reviews
- Syllabi
4. Organizes subject matter and course in a logical, comprehensive, and cohesive way.

**Measure**

- Course syllabi arranged logically and cohesively
- Class agendas demonstrate assignments flow logically from one to the next
- Use of Blackboard as a platform to effectively organize course contents

**Evidence of Evaluation**

- Course evaluation
- Peer reviews
- Examination of Blackboard course sites
- Examination of syllabi

5. Delivers course material in an organized manner.

**Measure**

- Course content is delivered in a logical and cohesive way

**Evidence of Evaluation**

- Peer reviews
- Student course evaluations above 2.5


**Measure**

- No complaints of *Code of Ethics* (1996, revised 2008) violations

**Evidence of Evaluation**
- Syllabus indicates expectations for civil discourse in the classroom
- Course evaluations
- Advisor evaluations
- Peer reviews
- Complaints made to Coordinators or Director

7. Demonstrates knowledge and enthusiasm for the subject matter and teaching.

Measure
- Incorporation of new class exercises
- Student engagement
- Student course evaluations above 2.5

Evidence of Evaluation
- Provides examples of exercises
- Peer reviews
- Student course evaluations (all) above 2.5

8. Encourages and supports students' professional development as social workers.

Measure
- Maintains involvement with students
- Attends activities sponsored by students
- Co-publishes with students

Evidence of Evaluation
- Class schedules/listings
- Student course evaluations above 2.5
- Peer reviews
9. Fairness in assignments and grading.

**Measure**

- Clear and consistent grading criteria
- Varying grading methods
- Rubrics match assignments
- Student course evaluations above 2.5

**Evidence of Evaluation**

- Rubrics created for assignments and provided to students
- Syllabus
- Student evaluations above 2.5
- Copies of assignments

10. Maintains academic integrity and high performance expectations appropriate for the level of one’s classes.

**Measure**

- Updates test and assignments according to changing standards in the field.
- Expectations clearly stated in syllabus
- Examples of excellent work provided to students

**Evidence of Evaluation**

- Examination of tests and class assignments
- Examination of syllabi
- Student course evaluations above 2.5
- Peer reviews
11. The BSW Advisor is knowledgeable about general education curriculum and university processes; the MSW Advisor is knowledgeable about university processes and policies.

Measure
- Knows basic education, undergraduate, and graduate requirements.

Evidence of Evaluation
- Advisor evaluations
- Advisor workshop certification
- Receives and maintains Master Advisor status

12. Advisor is knowledgeable about the undergraduate and graduate social work curricula.

Measure
- Uses course catalogues and schedules to assist students with registrations.
- Utilizes appropriate forms when assisting students.
- Utilizes the advisement center and other university offices when advising students.
- Utilizes other faculty.

Evidence of Evaluation
- Advisor evaluations
- Master Advising Certification

13. Advisor is accessible to students.

Measure
- Maintains regular office hours.
- Sets appointments when office hours do not coincide with student availability.
- Communicates and corresponds with students.
Evidence of Evaluation

- Office hours are posted and maintained
- Advisor evaluations
- Email correspondence
- Complaints made to the Coordinators or Director

14. Advisor is considerate of student needs.

Measure

- Advisor is attentive and listens to student’s ideas, problems, and needs.
- Makes recommendation to students about alternative courses.
- Makes recommendations about other campus services available to students.

Evidence of Evaluation

- Advisor evaluations
- Advising Records

15. ADMINISTRATORS ONLY: Provide a description of reassigned time for administrative activities related to teaching (e.g. Program Coordinator duties provided in Appendix A) and evaluations of effectiveness in that role.

RESEARCH/PRODUCTIVITY

General Standards for Research/Productivity

While the School of Social Work’s PC honors and requires evidence of scholarship and productivity of all types, activities that lead to publications, particularly in nationally refereed professional journals, are weighted more heavily than other activities. Empirical works are
highly valued, and therefore, several are required. In addition, authored and first authored projects are weighted more heavily. Community-based research is encouraged. In works with multiple authors, the candidate should provide evidence of their contribution through the pre-writing agreement obtained in consultation regarding publication credit or according to the American Psychological Association (APA) standards for assigning contribution. Faculty members are urged to direct their energies toward publishing in social work journals, and publication in such journals is preferred. However, since social work is a broad discipline, interdisciplinary publication may be appropriate. In that case, the faculty member should be careful to write as and identify as a social worker within the context of the manuscript. Only completed products will be considered in tenure and/or promotion decisions. Candidates may ask the PC to treat a specific scholarship/productivity item as meeting a higher level of quality indicator than is presented in the following description when the nature of such activity or product required extensive effort or the quality of the scholarship activity or product is not adequately reflected in the list of indicators. In such cases, the PC shall meet with the candidate to discuss the activity or product in an effort to determine its contribution toward tenure and/or promotion. The PC will make the final decision as to the product or effort's contribution.

**Tenure-track Research Indicators**

Research Documentation for Portfolio:

- Begin with a Table of Contents
- Place materials in order specified in matrix
- Reprints of all publications
- Documentation of presentations (scans of programs, acceptance letters, etc.)
- Documentation of invitations for invited lectures, workshops, collaborations
- Publications/presentations grouped by topic, illustrating sequential agenda
- Covers from grant applications and agency responses

Here are suggestions on what to add to the personal statement for research:
Comment about your accomplishments within context of requirements
Describe your research focus
Work is cohesive, programmatic, makes an impact
Information about dissemination venues (impact factors, international audiences, acceptance rates)
Information about funding
Personal contributions within collaborations
Comment about future research agenda

Research Criteria for Tenure/Tenure-track Tenure and Promotion

The following criteria outline the scholarship requirements for tenure and for promotion to Assistant Professor (See Appendix D).

1. Candidates must successfully complete six (6) quality indicators (described below) to meet SSW standards.

2. Three quality indicators of scholarship activity and achievement must be peer reviewed journal articles, with at least one as sole or first author, empirical, published in nationally recognized discipline-related professional journals.

3. The remainder of the quality indicators can be gained through combinations of quality indicators valued at 1, 1/2 and 1/3.

Categories of Scholarship Quality Indicators

Value: 1 Quality Indicator: Each activity in this category constitutes one of the six required quality indicators.

Any of the following are to be considered a single quality indicator.

1. An article (sole or first author) that is published or accepted for publication in a nationally refereed professional journal. Candidates must have a total of three (3) published, peer-reviewed articles. Online journals that are peer reviewed are acceptable. One article must be empirical, and one must be in a discipline related professional journal.

Evidence: a copy of the articles, a letter of acceptance for publication for multiple authors, provide agreement reached regarding contributions prior to writing and per APA standards

2. Publication or acceptance of an empirical article in a peer-reviewed,
3. A discipline-related book published or “in press” of which the applicant is an author. (This is worth 2 quality indicators.)
Evidence: a copy of the contract/letter and a copy of the book’s jacket and inside page; acknowledgement of contribution per APA standards.

4. Receipt of a national, externally funded grant. Credit is awarded for being either the principal or co-principal investigator.
Evidence: a copy of the grant application, letter of award, and acknowledgement of contribution per APA standards.

5. Publication or acceptance of a non-empirical article in a peer-reviewed, discipline-related journal
Evidence: Copy of the article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards.

6. A peer-reviewed technical report available for public consumption.
Evidence: a copy of the technical report, letter of invitation/acceptance by contracting agency, and acknowledgement of contribution per APA standards.

Value: 1/2 Quality Indicator: Any of the following activities is to be considered as 1/2 of a quality indicator.

1. A peer-reviewed, empirical presentation at a regional, national or international convention or conference.
Evidence: a copy of the presentation (e.g., paper, outline), letter of acceptance, and program from the conference.

Evidence: a copy of the book chapter and/or letter of acceptance and acknowledgement of contribution per APA standards.
3. An edited book for which the candidate is an editor.  
Evidence: a copy of the book proposal and letter/publishing contract

4. A peer-reviewed, empirical poster session at a regional, national or international conference  
Evidence: a copy of the poster session content, a copy of the letter of acceptance, and a copy of the conference program

5. Receipt of an internal faculty or research grant. Credit is awarded for being  
either the principal or co-principal investigator.  
Evidence: a copy of the grant application and letter of award. If the grant is completed, a copy of the final report should be included.

6. A technical report for consumption by an external professional body  
Evidence: a copy of the technical report, a copy of the letter of acceptance

7. A national external grant that is not funded of which the candidate is a principal or co-principal investigator.  
Evidence: a copy of the grant application and a copy of the letter from the national funding body denying funding.

Value: 1/3 Quality Indicator: Any combination of three (3) of the following is to be considered one (1) quality indicator.

1. Publication or acceptance for publication of course materials or case studies that are not limited to use with a course offered through MSU.  
   Evidence: a copy of the course materials and/or case studies, a copy of the document in which the materials appeared, a description of how the materials were used, and letter of acceptance from the discipline-related body.

2. One peer-reviewed (non-national) grant submitted, but not funded, for either internal or external funding.  
   Evidence: A copy of the grant application and letter of denial

3. Longitudinal research/scholarship requiring time-intensive data collection.
Evidence: a narrative describing the scholarly project in detail and an interim report with data to demonstrate the status of the project.

4. A technical report for use internally in the SSW, the CHHS, or the University.

Evidence: a copy of the report, a letter from the body using the report that indicates the quality of the report, and contribution per APA standards.

4. A round table discussion, a non-empirical presentation, or a non-empirical poster presentation at a regional, national, or international conference.

Evidence: a copy of the conference program and a narrative description of the round table discussion, presentation, or poster.

6. A publication in non-refereed, discipline-related, vetted journal or magazine.

Evidence: a copy of the article/manuscript, a copy of the letter of acceptance from the publication, and contribution per APA standards.

7. Organization of a scholarly symposium for a national conference

Evidence: a copy of a letter from the body holding the conference describing the symposium, a copy of the conference program and a narrative describing the symposium and the candidate’s contributions.

8. Publishing conference proceedings in which the candidate is an editor.

Evidence: a copy of the conference proceedings and a letter from the conference staff describing the candidate’s contributions to the proceedings.

**Annual Evaluation of Progress toward Tenure/Promotion**

1. Annual reviews should indicate that candidates are making consistent and significant progress toward successfully meeting the scholarship requirement for tenure and promotion (from assistant professor to associate professor).

2. Consistent and significant progress occurs when a candidate meets the goals she/he and the PC set for scholarship activities in all categories (discovery,
integration, application and teaching and learning) each year. The goals are established when the PC meets with each candidate following the PC’s review of the candidates dossier. Goals set by the PC and the candidate will not contradict the faculty development goals established by the SSW Director and the candidate.

3. The PC and the candidate will measure progress on the quality indicators as described in this document. Each year the PC and the candidate will monitor the candidate’s progress toward meeting the number and quality of scholarship activities required to achieve promotion and tenure. The PC will provide specific feedback to the candidate about his/her progress toward meeting the requirements for successful completion of the scholarship requirements for annual review, meeting with the candidate to deliver the report and answer questions.

Research Criteria for Promotion from Assistant Professor to Associate Professor

1. To achieve promotion from Assistant Professor to Associate Professor, the successful candidate must successfully complete six (6) quality indicators.

Research Criteria for Promotion from Associate Professor to Full Professor

To achieve promotion from Associate to Full Professor, the successful candidate must successfully complete seven (7) quality indicators in addition to what the candidate completed for previous promotion and tenure decisions. Please see Appendix D for further requirements.

SERVICE

As indicated in the philosophy section of this document, in the School of Social Work each faculty member is expected to make professional contributions through service to the School, the College, the University, the regional community, and to his or her discipline as one of the requirements for tenure and promotion.
This section describes the general standards and criteria for service for tenure and promotion. First, the general standards are articulated. Second, the criteria quality indicators for tenure and promotion (from Assistant Professor to Associate Professor and from Associate Professor to Professor) are delineated.

**General Standards for Service Activities**

While the School of Social Work’s PC (SSW-PC) respects service of all types, service activities that support the public affairs mission of the University as well as the mission of the School of Social Work are most highly valued and weighted. In addition to providing detailed information about the quality and quantity of service activities, the candidates must articulate the value of their service activities that includes an explanation of the significance of the work as well as who benefited from the service (Diamond, 2002, p. 25).

Service Documentation for Portfolio

- Begin with a Table of Contents
- Place materials in order specified in matrix
- Artifacts from Departmental Service
  - Minutes, Event Announcements/Brochures
- Artifacts from College/University Service
  - College Council Roster
  - University Committee Rosters
  - Event Announcement/Brochures
  - Thank you notes
- Artifacts from Community/National/International Service
  - Journal covers (editor/reviewer rosters)
  - Committee rosters
  - Thank you notes
- If applicable, extra information regarding relationship between service and teaching/research expertise (in addition to what is in Personal Statement)

Here are suggestions on what to add to the personal statement for service:

- Comment about your accomplishments within context of requirements
- Highlight contributions to various levels (department, college, university, community, national/international professional)
Describe any impact of your service activities on your students, colleagues, community, professional organization

Tenure/Tenure-track Service Indicators

Service requirements for tenure and promotion from Assistant Professor to Associate Professor are described below. Candidates must successfully complete seven (7) quality indicators (described below) to meet SSW standards. At least two (2) of the quality indicators of service activity and achievement must come from Category A. The other five indicators may come from Category A or B. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Applicants may ask the PC to treat a specific service activity as being worth more than a single quality indicator or to include a non-listed activity as a quality indicator. Such requests are reasonable when the nature of the service activity required extensive time or effort. In such cases, the PC shall meet with applicants to discuss the service activity in an effort to determine its value toward promotion.

In those cases where the PC is uncertain how to interpret a service activity, the PC shall meet with the applicant to discuss the activity in an effort to come to an agreement on its value toward promotion.

Categories of Service Quality Indicators

Value: Quality Indicator A

Each activity in category A constitutes one of the seven required quality indicators. Completion of a quality indicator is to be assessed on an annual basis. For example, serving as chair of the SSW PC for one year would be considered one quality indicator. These
categories are designed to give the faculty member opportunities to demonstrate leadership knowledge, values, and skills. Any of the following are to be considered a single quality indicator. The indicator is stated followed by evidence of that indicator.

1. Serving as an officer or chair of School, College, and/or University committees
   
   Evidence: a summary of the accomplishments of the committee as well as the specific contributions of the candidate while an officer.

2. Serving as an officer in a professional organization
   
   Evidence: a summary of the accomplishments of the organization as well as the specific contributions of the candidate an officer.

3. Organizing a conference for a professional meeting or community organization
   
   Evidence: copy of program

4. Obtaining a grant for community service activities or community organizations
   
   Evidence: a copy of the grant application and a copy of the award letter

4. Substantially maintaining or providing other School services, such as maintaining program Web pages, supporting grant writing within the School, etc.
   
   Evidence: Evidence of activities involving Web management that is not position-related; artifacts indicating support of grant writing or other School activities of this nature.

6. Serving as a faculty advisor for an active student organization
   
   Evidence: documentation of the activities of the organization, meetings attended, and specific contributions to the student organization.

7. Securing substantial resources for the School other than from grants and contracts
   
   Evidence: Documentation of the type and amount of the resources

8. Scholarly presentations for local professionals, as in CEU provision
   
   Evidence: Documentation of the type of scholarly presentation and to whom
it was provided.

Value: Quality Indicator B

Any combination of two (2) of the following activities is to be considered one (1) of the required quality indicators. The activities are to be assessed on an annual basis.

1. Serving as a member of School, College, and/or University Committees (not position-related)

   Evidence: evidence of appointment to the committee

2. Participation in college or university governance activities

   Evidence: evidence of appointment to position and/or participation

3. Membership and active participation in professional organizations and meetings of those organizations.

   Evidence: evidence of appointment to position and/or participation

4. Community service activities related to the faculty member’s discipline, or extensive community service outside of the discipline

   Evidence: documentation of the service activities such as a program, thank you, etc.

5. Promoting student involvement in community activities.

   Evidence: copy of letter, email, or flyer noting the activities

6. Supervision of students in community service activities

   Evidence: copy of the services rendered and for what group of students it was rendered

7. Scholarly presentations at community organizations.

   Evidence: a copy of the invitation, program, if possible, and/or a copy of a thank you

Service Criteria for Annual Evaluation of Progress toward Tenure/Promotion

For a favorable annual review, candidates must be making consistent and significant
progress toward successfully meeting the service requirement for tenure and promotion (from Assistant Professor to Associate Professor). Consistent and significant progress occurs when candidate meet the goals they and the PC set for service activities each year. The goals are established when the PC meets with each candidate following the PC’s review of the candidates’ dossier. Goals set by the PC and the candidate will correspond to faculty development goals established by the SSW Director and the candidates.

The PC and the candidates will measure progress on the service quality indicators described in the previous two sections of this document (i.e., categories A & B indicators). Each year the PC and the candidates will monitor the candidates’ progress toward meeting the number and quality of service activities required to achieve promotion and tenure. The PC will provide specific feedback to the candidates about their progress toward meeting the requirements for successful completion of the service requirements for annual review.

**Service Criteria for Promotion from Associate Professor to Professor**

To achieve promotion from the Associate to Professor, the successful candidate must successfully complete six (6) quality indicators in addition to what the candidate completed for previous promotion and tenure decisions. At least three (3) quality indicators must be completed in Category A. The other three (3) indicators may be completed in Category A or Category B.

**GUIDELINES FOR CLINICAL FACULTY EVALUATION AND PROMOTION**

The 2017 Missouri State University Faculty Handbook provides for the classification and ranking of Clinical Faculty. Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/ discipline standards, have practical experience appropriate for the responsibilities
assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. A Clinical Faculty member wishing to move to a tenure-track regular faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member applies for and is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months.

EVALUATION OF FACULTY WITH CLINICAL APPOINTMENTS
The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to Faculty Handbook) for a definition of this category). Clinical faculty are vital to the success of certain programs in professional fields such as communication sciences and disorders, nursing, physical therapy and physician assistant studies. Their primary purpose is to provide an
authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same teaching requirements as those with standard appointments. Clinical faculty members have the same service requirements as those with standard appointments. Areas of performance evaluation and evaluation for promotion specific to clinical faculty are clinical education and professional productivity. Clinical faculty members have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences, instruction, supervision and evaluation of students. Clinical faculty members must maintain appropriate professional credentials and currency in their practice through continuing education and training.
<table>
<thead>
<tr>
<th>Clinical Instructor</th>
<th>Clinical Assistant Professor</th>
<th>Clinical Associate Professor</th>
<th>Clinical Professor</th>
</tr>
</thead>
</table>
| Educatio
n             | Credential                  | Experienc
ce/Servi
ce                | Education            |
| Master’s or doctorate; degree in progress may be considered | Licensure in Missouri or appropriate certification for the discipline | 1 year professional experience obtained after the entry-level degree | Master’s or doctorate |
|                     | Experenc
ce/Servi
ce                | Licensu
re or eligibilit
y in Missouri or appropriate certification for the discipline | 3 years’ professional experience obtained after the entry-level degree |
|                     | Educatio
n             | Educatio
n            | Educatio
n            |
|                     | Credential                  | Credential                  | Credential                  |
|                     | Experienc
ce/Servi
ce                | Experienc
ce/Servi
ce                | Experienc
ce/Servi
ce                |
|                     | Doctorate or Master’s specialization or advanced certification | Licensure or eligibility in Missouri or appropriate certification for the discipline | 6 years’ professional experience obtained after the entry-level degree including teaching or supervision in higher education; regional recognition |
|                     | Licensur
ge or eligibilit
y in Missouri or appropriate certification for the discipline | Master’s or doctorate | Doctorate or Master’s specialization or advanced certification |
|                     | Educatio
n             | Educatio
n            | Educatio
n            | Educatio
n            |
|                     | Credential                  | Credential                  | Credential                  | Licensure or eligibility in Missouri or appropriate certification for the discipline |
|                     | Experienc
ce/Servi
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|                     | Education            | Educatio
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ce/ Service                | Experienc
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ce/ Service                | Experienc
ce/ Service                |

College of Health and Human Services
Minimum Criteria for Initial Appointment to Clinical Faculty Ranks
<table>
<thead>
<tr>
<th>Eligibility for Promotion to Clinical Assistant Professor</th>
<th>Eligibility for Promotion to Clinical Associate Professor</th>
<th>Eligibility for Promotion to Clinical Professor</th>
<th>Clinical Professor is currently the highest rank available in the clinical Faculty track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Credentials</td>
<td>Experience/Service</td>
<td>Education</td>
</tr>
<tr>
<td>Master's or Doctorate</td>
<td>Licensure in Missouri or appropriate certification</td>
<td>3 years in the rank of Clinical Instructor at MSU*</td>
<td>Master's or Doctorate</td>
</tr>
<tr>
<td>Must meet department's criteria for teaching, professional productivity/research, and service</td>
<td>Must meet department's criteria for teaching, professional productivity/research, and service</td>
<td>Must meet department's criteria for teaching, professional productivity/research, and service</td>
<td></td>
</tr>
</tbody>
</table>

*Faculty member may apply for promotion while completing the final year of eligibility.  
**Defined by Department  
CHHS clinical faculty 8.22.16 approved by CHHS Administrative Council
Clinical Faculty Teaching Indicators

1. Demonstrates knowledge and uses of research on teaching and learning.

   Measure
   • Attends professional conferences and workshops focused on teaching
   • Integrates research regarding teaching into courses

   Evidence of Evaluation
   • Attendance at workshops on teaching and learning (certificates, verification)
   • Bibliographies indicating integration into classes
   • Syllabi
   • Peer reviews

2. Demonstrates appropriate assessment of learning objectives

   Measure
   • Types of assignments (e.g., tests, papers, presentations, interviews, role-plays, and critiques)
   • Linking assignments to objectives

   Evidence of Evaluation
   • Sample of class activities
   • Course syllabi

3. Demonstrates an appropriate mix of alternative learning strategies.

   Measure
   • Instructor uses role playing, videotaping, group work, technology, videos, blackboard, power point, skits, case studies, guest speakers, etc.

   Evidence of Evaluation
   • Peer reviews
   • Syllabi
4. Organizes subject matter and course in a logical, comprehensive, and cohesive way.

**Measure**
- Course syllabi arranged logically and cohesively
- Class agendas demonstrate assignments flow logically from one to the next
- Use of Blackboard as a platform to effectively organize course contents

**Evidence of Evaluation**
- Course evaluation
- Peer reviews
- Examination of Blackboard course sites
- Examination of syllabi

5. Delivers course material in an organized manner.

**Measure**
- Course content is delivered in a logical and cohesive way

**Evidence of Evaluation**
- Peer reviews
- Student course evaluations above 2.5


**Measure**
- No complaints of *Code of Ethics* (1996, revised 2008) violations

**Evidence of Evaluation**
- Syllabus indicates expectations for civil discourse in the classroom
- Course evaluations
- Advisor evaluations
7. Demonstrates knowledge and enthusiasm for the subject matter and teaching.

Measure

- Incorporation of new class exercises
- Student engagement
- Student course evaluations above 2.5

Evidence of Evaluation

- Provides examples of exercises
- Peer reviews
- Student course evaluations (all) above 2.5

9. Encourages and supports students' professional development as social workers.

Measure

- Maintains involvement with students
- Attends activities sponsored by students
- Co-publishes with students

Evidence of Evaluation

- Class schedules/listings
- Student course evaluations above 2.5
- Peer reviews
- Copies of publications

9. Fairness in assignments and grading.

Measure

- Clear and consistent grading criteria
• Varying grading methods
• Rubrics match assignments
• Student course evaluations above 2.5

Evidence of Evaluation
• Rubrics created for assignments and provided to students
• Syllabus
• Student evaluations above 2.5
• Copies of assignments

10. Maintains academic integrity and high performance expectations appropriate for the level of one’s classes.

Measure
• Updates test and assignments according to changing standards in the field.
• Expectations clearly stated in syllabus
• Examples of excellent work provided to students

Evidence of Evaluation
• Examination of tests and class assignments
• Examination of syllabi
• Student course evaluations above 2.5
• Peer reviews

11. The BSW Advisor is knowledgeable about general education curriculum and university processes; the MSW Advisor is knowledgeable about university processes and policies.

Measure
• Knows basic education, undergraduate, and graduate requirements.

Evidence of Evaluation
• Advisor evaluations
• Advisor workshop certification
• Receives and maintains Master Advisor status

12. Advisor is knowledgeable about the undergraduate and graduate social work curricula.

   Measure
   • Uses course catalogues and schedules to assist students with registrations.
   • Utilizes appropriate forms when assisting students.
   • Utilizes the advisement center and other university offices when advising students.
   • Utilizes other faculty.

   Evidence of Evaluation
   • Advisor evaluations
   • Master Advising Certification

13. Advisor is accessible to students.

   Measure
   • Maintains regular office hours.
   • Sets appointments when office hours do not coincide with student availability.
   • Communicates and corresponds with students.

   Evidence of Evaluation
   • Office hours are posted and maintained
   • Advisor evaluations
   • Email correspondence
   • Complaints made to the Coordinators or Director

14. Advisor is considerate of student needs.

   Measure
• Advisor is attentive and listens to student's ideas, problems, and needs.
• Makes recommendation to students about alternative courses.
• Makes recommendations about other campus services available to students.

Evidence of Evaluation

• Advisor evaluations
• Advising Records

15. ADMINISTRATORS ONLY: Provide a description of reassigned time for administrative activities related to teaching (e.g. Program Coordinator duties provided in Appendix A) and evaluations of effectiveness in that role.

Clinical Faculty Productivity Indicators

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original research in any of the five modes identified in Faculty Handbook. Professional productivity/research advances knowledge and practices in clinical professions, promotes development of clinical faculty and enhances the quality of clinical education for students. Although there is inevitable overlap with the clinical education and service criteria, professional productivity/research criteria focus on professional outcomes, recognition, and development.

Below are the four goals with respective criteria for evaluating professional productivity/research. The first goal should be achieved for promotion.

1. Contributes knowledge to discipline

   a. Translates new knowledge in their discipline into measurable improvements in clinical practice and outcomes and/or translates clinical practice into new knowledge. The criterion for this goal requires communication of outcomes to peers through conference presentations, workshops, peer-reviewed and non-peer reviewed publications or sponsored research/contracts. Participation on masters committees, selection
as a reviewer for a major funding agency, collaboration on research in clinical settings, or the development of nationally recognized clinical service or practice standards also may be considered as evidence.

2. Application of clinical expertise to provide expert service to the local and professional community.
   a. Evidence of positive outcomes within the practice setting may be documented through field assessments, employer surveys, or client/patient surveys. Evidence of recognition by professional peers in the form of awards, requests for service, commendations, citations, etc. may be considered as evidence.

3. Transmission
   a. Clinical faculty members fulfill the criterion for this goal by documenting special efforts in transmission of clinical expertise or research to a broad audience.

4. Involvement of students
   a. Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.

Categories of Teaching Indicators (see matrices in Appendix D)

Teaching characteristics will be evaluated as follows:

1. Demonstrates knowledge and uses of research on teaching and learning.

   Measure
   - Attends professional conferences and workshops focused on teaching
   - Integrates research regarding teaching into courses

   Evidence of Evaluation
   - Attendance at workshops on teaching and learning (certificates, verification)
   - Bibliographies indicating integration into classes
   - Syllabi
2. Demonstrates appropriate assessment of learning objectives

Measure

- Types of assignments (e.g., tests, papers, presentations, interviews, role-plays, and critiques)
- Linking assignments to objectives

Evidence of Evaluation

- Sample of class activities
- Course syllabi

3. Demonstrates an appropriate mix of alternative learning strategies.

Measure

- Instructor uses role playing, videotaping, group work, technology, videos, blackboard, power point, skits, case studies, guest speakers, etc.

Evidence of Evaluation

- Peer reviews
- Syllabi

4. Organizes subject matter and course in a logical, comprehensive, and cohesive way.

Measure

- Course syllabi arranged logically and cohesively
- Class agendas demonstrate assignments flow logically from one to the next
- Use of Blackboard as a platform to effectively organize course contents

Evidence of Evaluation

- Course evaluation
- Peer reviews
- Examination of Blackboard course sites
5. Delivers course material in an organized manner.

Measure

- Course content is delivered in a logical and cohesive way

Evidence of Evaluation

- Peer reviews
- Student course evaluations above 2.5


Measure

- No complaints of *Code of Ethics* (1996, revised 2008) violations

Evidence of Evaluation

- Syllabus indicates expectations for civil discourse in the classroom
- Course evaluations
- Advisor evaluations
- Peer reviews
- Complaints made to Coordinators or Director

7. Demonstrates knowledge and enthusiasm for the subject matter and teaching.

Measure

- Incorporation of new class exercises
- Student engagement
- Student course evaluations above 2.5

Evidence of Evaluation

- Provides examples of exercises
• Peer reviews
• Student course evaluations (all) above 2.5

10. Encourages and supports students’ professional development as social workers.

Measure
• Maintains involvement with students
• Attends activities sponsored by students
• Co-publishes with students

Evidence of Evaluation
• Class schedules/listings
• Student course evaluations above 2.5
• Peer reviews
• Copies of publications

9. Fairness in assignments and grading.

Measure
• Clear and consistent grading criteria
• Varying grading methods
• Rubrics match assignments
• Student course evaluations above 2.5

Evidence of Evaluation
• Rubrics created for assignments and provided to students
• Syllabus
• Student evaluations above 2.5
• Copies of assignments

10. Maintains academic integrity and high performance expectations appropriate for the level
of one’s classes.

Measure

- Updates test and assignments according to changing standards in the field.
- Expectations clearly stated in syllabus
- Examples of excellent work provided to students

Evidence of Evaluation

- Examination of tests and class assignments
- Examination of syllabi
- Student course evaluations above 2.5
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11. The BSW Advisor is knowledgeable about general education curriculum and university processes; the MSW Advisor is knowledgeable about university processes and policies.

Measure

- Knows basic education, undergraduate, and graduate requirements.

Evidence of Evaluation

- Advisor evaluations
- Advisor workshop certification
- Receives and maintains Master Advisor status

12. Advisor is knowledgeable about the undergraduate and graduate social work curricula.

Measure

- Uses course catalogues and schedules to assist students with registrations.
- Utilizes appropriate forms when assisting students.
- Utilizes the advisement center and other university offices when advising students.
- Utilizes other faculty.
Evidence of Evaluation

- Advisor evaluations
- Master Advising Certification

13. Advisor is accessible to students.

Measure

- Maintains regular office hours.
- Sets appointments when office hours do not coincide with student availability.
- Communicates and corresponds with students.

Evidence of Evaluation

- Office hours are posted and maintained
- Advisor evaluations
- Email correspondence
- Complaints made to the Coordinators or Director

14. Advisor is considerate of student needs.

Measure

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- Makes recommendation to students about alternative courses.
- Makes recommendations about other campus services available to students.

Evidence of Evaluation

- Advisor evaluations
- Advising Records

15. ADMINISTRATORS ONLY: Provide a description of reassigned time for administrative activities related to teaching (e.g. Program Coordinator duties provided in Appendix A) and evaluations of effectiveness in that role.
Clinical Faculty Service Indicators

Value: Quality Indicator A

Each activity in category A constitutes one of the seven required quality indicators. Completion of a quality indicator is to be assessed on an annual basis. For example, serving as chair of the SSW PC for one year would be considered one quality indicator. These categories are designed to give the faculty member opportunities to demonstrate leadership knowledge, values, and skills. Any of the following are to be considered a single quality indicator. The indicator is stated followed by evidence of that indicator.

1. Serving as an officer or chair of School, College, and/or University committees

   Evidence: a summary of the accomplishments of the committee as well as the specific contributions of the candidate while an officer.

2. Serving as an officer in a professional organization

   Evidence: a summary of the accomplishments of the organization as well as the specific contributions of the candidate as an officer.

3. Organizing a conference for a professional meeting or community organization

   Evidence: copy of program

4. Obtaining a grant for community service activities or community organizations

   Evidence: a copy of the grant application and a copy of the award letter

5. Substantially maintaining or providing other School services, such as maintaining program Web pages, supporting grant writing within the School, etc.

   Evidence: Evidence of activities involving Web management that is not position-related; artifacts indicating support of grant writing or other School activities of this nature.

6. Serving as a faculty advisor for an active student organization

   Evidence: documentation of the activities of the organization, meetings attended, and specific contributions to the student organization.

7. Securing substantial resources for the School other than from grants and contracts
8. Scholarly presentations for local professionals, as in CEU provision

   Evidence: Documentation of the type of scholarly presentation and to whom it was provided.

   Value: Quality Indicator B

   Any combination of two (2) of the following activities is to be considered one (1) of the required quality indicators. The activities are to be assessed on an annual basis.

2. Serving as a member of School, College, and/or University Committees (not position-related)

   Evidence: evidence of appointment to the committee

2. Participation in college or university governance activities

   Evidence: evidence of appointment to position and/or participation

8. Membership and active participation in professional organizations and meetings of those organizations.

   Evidence: evidence of appointment to position and/or participation

9. Community service activities related to the faculty member’s discipline, or extensive community service outside of the discipline

   Evidence: documentation of the service activities such as a program, thank you, etc.

10. Promoting student involvement in community activities.

    Evidence: copy of letter, email, or flyer noting the activities

11. Supervision of students in community service activities

    Evidence: copy of the services rendered and for what group of students it was rendered

12. Scholarly presentations at community organizations.

    Evidence: a copy of the invitation, program, if possible, and/or a copy of a thank you

Service Criteria for Annual Evaluation of Progress toward Promotion

For a favorable annual review, candidates must be making consistent and significant progress toward successfully meeting the service requirement for promotion Consistent and significant progress occurs when
candidate meet the goals they and the PC set for service activities each year. The goals are established when the PC meets with each candidate following the PC’s review of the candidates’ dossier. Goals set by the PC and the candidate will correspond to faculty development goals established by the SSW Director and the candidates.

The PC and the candidates will measure progress on the service quality indicators described in the previous two sections of this document (i.e., categories A & B indicators). Each year the PC and the candidates will monitor the candidates’ progress toward meeting the number and quality of service activities required to achieve promotion and tenure. The PC will provide specific feedback to the candidates about their progress toward meeting the requirements for successful completion of the service requirements for annual review.

Reappointment and Promotion Committee Composition

The department PC will evaluate clinical faculty for promotion in a process similar to that of promotion for academic faculty. A clinical faculty member beyond the rank of clinical instructor will be appointed by the Director to the department PC when decisions regarding reappointment and promotion of clinical faculty are under consideration.

Evaluation of Applications for Reappointment

Clinical faculty will be evaluated on the same schedule as tenure-earning faculty. For the first two years, annual evaluation will be by the Department Head and the promotion and tenure committee. Clinical faculty can apply for promotion in their third year of service in the ranks of Clinical Instructor and Clinical Assistant Professor. At the rank of Clinical Assistant Professor, they may apply in their fifth year for the rank of Clinical Associate Professor. In the fifth year at the rank of Clinical Associate Professor they may apply for Clinical Professor. The review will consist of self-evaluation, evaluation by the department promotion and tenure committee, evaluation by the Department Head, the College Dean, and the Provost.
Evaluation of Applications for Promotion

When a faculty member submits application for promotion, the evaluation of that application shall not preclude the regular yearly review. Such evaluations shall proceed according to the schedule announced in the Academic Work Calendar prepared by the Provost and distributed at the beginning of the academic year. Such evaluations will be based upon the departmental statement of expectations provided to the faculty member and the regular yearly reviews, as well as the documentation presented by the candidate.

Process of Recommendations on Promotion

At each stage of evaluation, i.e., the Social Work PC, Director, Dean, and the Provost, the candidate will be given a copy of the recommendation and the written rationale for the recommendation. At each subsequent stage, a copy of the recommendation and a probative rationale therefore will also be furnished to the departmental committee for its information and records. Recommendations; rationales; previous faculty evaluations by the PC and Director; and current vita will be forwarded to the next stage for evaluation. Supporting materials will be forwarded as far as the Dean’s office; they will be forwarded beyond the Dean’s office at the request of the Provost. The candidate may choose to withdraw the application from consideration at any stage of the process.

Summary of Promotion Criteria Clinical Faculty

Teaching

For promotion through clinical faculty ranks all teaching indicators must be met each rank.

Productivity

For promotion from Clinical Instructor to Clinical Assistant Professor, individuals need 3 quality indicators from the list of activities and artifacts/products (see Appendix D). For promotion from Clinical Assistant Professor to Clinical Associate Professor, individuals need 4 quality indicators. For promotion from Clinical Associate Professor to Clinical Full Professor, individuals must obtain an additional 4 quality indicators, for a total of 8 quality indicators.
Service

For promotion from Clinical Instructor to Clinical Assistant Professor, individuals need 3 quality indicators, and one of those, must be an A. For promotion from Clinical Assistant Professor to Clinical Associate Professor, individuals must have 4 quality indicators, and 1 must be an A. For promotion from Clinical Associate Professor to Clinical Full Professor, individuals must have 5 quality indicators, and 1 must be an A.
APPENDIX A

Job Descriptions for Program Coordinators

BSW Program Coordinator – Primary Job Duties
1. Chairing the BSW Committee
2. Monitoring the BSW social work curriculum and maintaining standards within the Program for continuing CSWE accreditation
3. Ensuring that curriculum revisions are prepared for approval to the School, College and University curriculum committees in a timely and appropriate manner
4. Coordinating with MSW Program Coordinator and Director, School of Social Work, the BSW social work course schedule and teaching assignments for each semester
5. With BSW Program Coordinator and Director, conduct per course faculty orientation
6. Assist in mentoring BSW per course faculty
7. Considering requests for exceptions to curricular sequencing or course offerings, in consultation with the Director
8. Evaluating social work transfer courses
9. Administering the BSW social work admission, retention and dismissal procedures
10. Implementing curricular changes
11. Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
12. Planning and presenting the BSW student orientation
13. Reviewing and updating the BSW Student Handbook on an annual basis
14. Attending the College Administrative Council Meetings in the absence of the Director of the School of Social Work and upon the Director’s request
15. Attending BSW graduation exercises
16. Organizing and implementing the Self-Study process for reaffirmation of the BSW Program
17. Maintaining appropriate records and assisting the administrative support staff and the Director in preparing required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services
18. Explaining the BSW Social Work Program to students expressing an interest in a social work major: high school, undergraduate, and transfer students
19. Collaborating with the Field Education Coordinator to ensure that the field practicum and seminar are consistent with the other curriculum areas
20. Working closely with the administrative support for the BSW Program to ensure the achievement of Program goals
21. Participating in BSW appeal and grievance procedures, according to University policy and the School’s Standards and Essential Functions
22. Overseeing BSW recruitment activities
23. Assist in the preparation for Self-Study and Reaffirmation; prepare reports as needed for ongoing CSWE reports, and for assessment
24. Coordinate work with the off-campus learning sites, such as Crowder
25. Working with the Director on budgetary items for meeting the BSW Program’s goals
26. Other duties as assigned by Director.

Performance appraisal will be based on the above identified job duties. Job performance preliminary evaluation will occur during regularly scheduled annual evaluation.

**MSW Program Coordinator—Primary Job Duties- Springfield**

1. Establish MSW calendar for academic year
2. Conduct Advanced Standing and Regular Student Orientations
3. Oversee admissions process, including review of applications, and sending appropriate letters to applicants
4. Respond to student inquiries and/or meet with them regarding MSW Program issues
5. Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
6. With BSW Program Coordinator and Director, conduct per course faculty orientation
7. Assist in mentoring MSW per course faculty
8. Chair MSW Committee
9. Oversee recruitment of MSW students
10. Notify Graduate College of admission decisions
11. Oversee the process for MSW scholarships
12. Work closely with MSW Joplin Site Coordinator to establish and oversee Joplin campus courses, activities, and student issues
13. Ensure MSW Program functions in accordance with Graduate College guidelines, including approval of Graduate Faculty status for fulltime and per course faculty
14. Oversee class scheduling for MSW classes, in coordination with BSW Coordinator
15. Assist with the recruitment and hiring of per course faculty for MSW courses
16. Attend MSW graduation exercises
17. Plan, administer and process comprehensive exams
18. Revise MSW Student Handbook
19. Participate in any student retention issues, grade appeals, or other appeals, as needed
20. Participate in preparations for Self-Study and the Reaffirmation process; prepare ongoing CSWE reports as needed, including assessment reports
21. Work with Director on budgetary items for meeting MSW Program’s goals.
22. Other duties as assigned by Director

Performance appraisal will be based on the above identified job duties. Job performance preliminary evaluation will occur during regularly scheduled annual evaluation.
Field Education Program Coordinator-Springfield

1. Overall administrative responsibility for the direction and coordination of the BSW & MSW Field Education Programs.
2. Oversee the development and maintenance of policies and practices for practicum operation (including BSW and MSW Field Manuals).
3. Recruit, develop, plan, and create placement opportunities.
4. Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica.
5. With Joplin Field Education Program Manager, organize, develop, and facilitate training for field instructors.
6. Maintain relationships with practicum sites.
7. Intervene if problems arise for students, field instructors, educational supervisors, and field liaisons; consult as necessary with appropriate persons, including the Director.
8. Establish a Field Education calendar for the academic year.
9. With Joplin coordinator, conduct Field Education Student Orientations.
10. Oversee field placement process.
11. Meet with students for Pre-Field Advising.
12. Actively participate in BSW Committee meetings.
13. Provide support for faculty liaisons.
14. Assist with recruitment of new students (through events and publications).
15. Monitor the field education social work curriculum and maintain standards within the Program for continuing CSWE accreditation.
16. Review and update the field component of the BSW and MSW Student Handbooks on an annual basis.
17. Maintain appropriate records and assist the administrative support staff and the MSW Coordinator with required annual reports to the Council on Social Work Education, including assessment.
18. Assist the Field Education Program Coordinator in organizing and implementing the Self-Study process for reaffirmation of the field component of the BSW and MSW Programs.
19. Collaborate with the Field Education Program Coordinator to ensure that the field practica/seminars are consistent with the other curriculum areas.
20. Participate in BSW and MSW appeal and grievance procedures, according to University policy and the School’s policies.
21. Work with the Field Education Program Coordinator to manage budgetary needs for meeting the Field Education Program’s goals.
22. Other duties as assigned by the Director.

Performance appraisal will be based on the above identified job duties. Job performance preliminary evaluation will occur during regularly scheduled annual evaluation.

Joplin Field Education Program Manager Duties
1. Overall administrative responsibility for the direction and coordination of the MSW Field Education Program in Joplin; other distance education sites in the area may be included.
2. With the Springfield Field Education Coordinator, develop and maintain policies and practices for practicum operation (including the BSW and MSW Field Manuals).
3. Recruit, develop, plan, and create placement opportunities in Joplin and in that area.
4. Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica in Joplin and in that area.
5. With Springfield field coordinator, organize, develop, and facilitate training for field instructors.
6. Maintain relationships with practicum field instructors.
7. Support and monitor the operation of the Faculty Liaisons; report problems to the Field Education Program Coordinator.
8. With Springfield coordinator, conduct Field Education Student and Field Instructor Orientations.
9. Oversee field placement process in consultation with the Field Education Program Coordinator.
10. Meet with students for Pre-Field Advising.
11. Actively participate in MSW committee.
12. Assist with recruitment of new students (through events and publications).
13. Monitor the field education social work curriculum and maintain standards within the Programs for continuing CSWE accreditation.
14. Assist Springfield Field Coordinator in review and update of the field component of the BSW and MSW Student Handbooks on an annual basis.
15. Maintain appropriate records and assist the administrative support staff and the Director with required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services.
16. Collaborate with the Field Education Program Coordinator, MSW Coordinator, and the BSW Coordinator to ensure that the field practica/seminars are consistent with the other curriculum areas.
17. Participate in MSW appeal and grievance procedures, according to University policy.
18. Work with the Field Education Program Coordinator on budgetary items for meeting the Field Education Program’s goals.
19. Participate in regular School meetings.
20. Other duties as assigned by the Director.

Performance appraisal will be based on the above identified job duties. Job performance preliminary evaluation will occur during regularly scheduled annual evaluation.

Joplin Site Coordinator Duties

1. Assist with Advanced Standing and Regular Student Orientations
2. Is a member of the MSW Committee
3. Establish and maintain strong community relationships within the Joplin area
4. Respond to student inquiries and/or meet with them regarding MSW Program issues for Joplin; other distance education sites may be included in this duty.
5. Advise and release MSW students-Joplin for registration; may involve work with BSWs, too
6. Participate in any student appeals, as necessary
7. Assist with per course faculty orientation
8. Assist in mentoring system for all MSW per course faculty-Joplin; other distance education sites may be included in this duty
9. Assist with MSW student recruitment -Joplin (through events and publications)
10. Work closely with MSW Program Coordinator to establish and oversee Joplin campus courses, activities, and student issues
11. Review and verify the Joplin MSW student ACCESS database.
12. Assist the MSW Program Coordinator with class scheduling for Spring and Fall curricula in Joplin; other distance education sites may be included in this duty
13. Assist with the recruitment and hiring of per course faculty for MSW courses-Joplin
14. Attend MSW graduation ceremonies with Joplin graduates
15. Assist in organizing and implementing the Self-Study process for reaffirmation of the MSW Program.
16. Participate in regular School meetings
17. Assist the MSW Coordinator in preparing ongoing reports for CSWE, including assessment
18. Assist in planning, administering, and processing comprehensive exams
19. Other duties as assigned by the Director.

Performance appraisal will be based on the above identified job duties. Job performance preliminary evaluation will occur during regularly scheduled annual evaluation.
APPENDIX B
Summary of Dossier for Annual Review, Tenure, and Promotion of Tenured and Tenure-track Faculty

Faculty members submitting dossiers are to summarize their accomplishments, in prose format, in the areas of "Scholarship of Teaching," "Scholarship of Discovery," and "Scholarship of Integration and Scholarship of Application," and service as set forth in the Faculty Handbook.

The "Summary of Dossier" is to appear in the following format covering the material presented:

I. Introduction and Background (e.g., experiences leading to employment at MSU or explanation of the faculty member's progress since the last evaluation, including the date of that evaluation).

II. Scholarship of Teaching
   a. Teaching Philosophy and Methods
   b. Summary chart of classes taught from time of hiring including the Semester, Course, Number Enrolled, Student Rating, and Number of Times the Course was taught
   c. Other courses taught
   d. Student evaluations, including all student comments
   e. Reflection on quantitative and qualitative comments of your evaluations
   f. Multiple peer reviews of your teaching
   g. Special accomplishments and appointments, courses designed, and extra assignments assumed
   h. ADMINISTRATORS ONLY: Provide a description of reassigned time for administrative activities related to teaching (e.g. Program Coordinator duties provided in Appendix A) and evaluations of effectiveness in that role.
III. Advising
   a. Advising Philosophy and Methods
   b. The number of advisees
   c. The ratings of advisees
   d. Comments from advisees

IV. Scholarship of Discovery
   a. Monographs or books
   b. Original research findings published
   c. Successful grant application for research/creative activities
   d. Presentations of original research findings
   e. Scholarship of Integration and Scholarship of Application
   f. Scholarship of Philosophy and Methods
   g. Publications (summarize number of books, articles, and chapters and progress of each)
   h. Accreditation: (involvement in process)
   i. Presentations: (summarize number of presentations at national, regional, and local conferences)

V. Service
   a. Philosophy of Service
   b. Summary of service to community, University, College, School including presentations and review boards
APPENDIX C

Contents of the Dossier for Annual review, Tenure, and Promotion for Tenure-track Faculty

The Faculty Handbook explains each of the three scholarship areas ("Scholarship of Teaching," "Scholarship of Discovery," and "Scholarship of Integration and Scholarship of Application.")

Include any works "in review" or "in press."

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Section III: Current Vita
Section IV: Yearly Performance Reviews
Section V: External Review Letters (if applicable)
Section VI: Guidelines at time of Hire

Binder Two: Table of Contents

Section VII: Departmental Criteria Matrix: Applicant Accomplishments
Section VIII: Teaching Documentation
Section IX: Research Documentation
Section V: Service Documentation
## APPENDIX D
### Matrix for Teaching, Research and Service Criteria
#### Tenured and Tenure-track Faculty

**Teaching---Tenure and Promotion for All Academic Ranks (Assistant, to Associate; Associate to Full, both tenure-track, and tenured)**

### ALL INDICATORS ARE REQUIRED

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of Fulfilling Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and uses of research on teaching and learning</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> attending workshop on teaching and learning, integrating research into class, syllabi, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate assessment of learning objectives</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> types of assignments (tests, presentations, papers, interviews) and how they link to objectives, syllabi</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate mix of alternative learning strategies</td>
<td></td>
</tr>
<tr>
<td><em>Measure:</em> use of role-playing, videotaping, group work, power point, over-head projector, etc., peer reviews, syllabi</td>
<td></td>
</tr>
<tr>
<td>Organizes subject matter and course in a logical, comprehensive, and cohesive way</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> assignment schedule, BlackBoard contents appear organized, course evaluations, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Delivers course material in an organized manner</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> observe and provide notes of effective faculty teaching methods course evaluations, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Adheres to the <em>NASW Code of Ethics</em> (1996, revised 2008) in interactions with students in and out of the classroom</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> syllabus indicates expectations for civil discourse in the classroom, course evaluations, advisor evaluations, peer reviews, complaints made to Coordinators or Director</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of and enthusiasm for the subject matter and teaching.</td>
<td></td>
</tr>
<tr>
<td><em>Measures:</em> incorporation of new class exercises, Student course evaluations above 2.5, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Encourages and supports students' professional development as social workers</td>
<td></td>
</tr>
<tr>
<td>Measures: directed readings, maintaining involvement with students, attending activities sponsored by students, co-publishing with students, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Exhibits fairness in assignments and grading.</td>
<td></td>
</tr>
<tr>
<td>Measures: clear and consistent grading criteria, varying grading methods, rubrics accompany graded assignments, Student course evaluations above 2.5</td>
<td></td>
</tr>
<tr>
<td>Maintains academic integrity and high performance expectations appropriate for the level of one's classes.</td>
<td></td>
</tr>
<tr>
<td>Measures: updates tests/assignments according to changing standards in the field, expectations for learning are clearly stated in the syllabus, Student course evaluations above 2.5, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Advisor is knowledgeable about academic curriculum. BSW Advisors must be knowledgeable about university policies, general education, and the BSW Program curriculum. MSW advisors must be knowledgeable about university policies and the MSW curriculum. Each should be aware of the other.</td>
<td></td>
</tr>
<tr>
<td>Measure: knows university guidelines and policies, general education, undergraduate, and graduate requirements, Master Advisor status, Advisor evaluations</td>
<td></td>
</tr>
<tr>
<td>Advisor is accessible to students.</td>
<td></td>
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<tr>
<td>Measures: maintains regular office hours, sets appointments when office hours do not coincide with student availability, communicates and corresponds with students, Advisor evaluations</td>
<td></td>
</tr>
<tr>
<td>Advisor is considerate of student needs</td>
<td></td>
</tr>
<tr>
<td>Measures: advisor is attentive and listens to students' ideas, problems, and needs, makes recommendations to students about alternative courses, makes recommendations about other campus services available to students, Advisor evaluations</td>
<td></td>
</tr>
<tr>
<td>Receiving a consistently acceptable Student End-of-Course Evaluation average rating of x &gt;2.5 on a 5.0 scale.</td>
<td></td>
</tr>
<tr>
<td>Measures: end-of-course evaluations</td>
<td></td>
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<tr>
<td>Additional accomplishments in any category.</td>
<td></td>
</tr>
</tbody>
</table>
The following matrix indicates the requirements for Research in Tenure and Promotion for all Tenured and Tenure-Track Ranks.

**R**=Required  
**E**=Encouraged  
**Discipline-related or discipline-specific**=Social Work

<table>
<thead>
<tr>
<th>The faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways</th>
<th>Tenure Need 6 quality indicators</th>
<th>Assistant (Reappoint)</th>
<th>Assistant to Associate Professor Need 6 quality indicators</th>
<th>Associate to Full Professor Need an additional 7 quality indicators</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication or acceptance of 3 articles, one must be either as sole or first author, one must be in a social work journal, and one must be empirical, in peer-reviewed journal; for multiple authorship, see Documents</td>
<td>R</td>
<td>R</td>
<td></td>
<td></td>
<td>Copies of articles and/or letters of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards</td>
</tr>
<tr>
<td><strong>VALUE: 1 quality indicator EACH —TOTAL OF 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Publication or acceptance of an empirical article in a peer-reviewed, discipline-related journal; for multiple authorship, see Documents</td>
<td>R (1 by end of 3rd year)</td>
<td>R</td>
<td>R</td>
<td></td>
<td>Copy of article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards</td>
</tr>
<tr>
<td>Event Description</td>
<td>Approval</td>
<td>Approval</td>
<td>Approval</td>
<td>Approval</td>
<td>Event Description</td>
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<tr>
<td>A discipline-related book published or “in press” of which the applicant is an author</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>Publishing contract or copy of jacket of book plus inside page and acknowledgement of contribution per APA standards</td>
</tr>
<tr>
<td>Receipt of a nationally, externally funded grant where the candidate is PI or Co-PI</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>Copy of the grant application and the award letter and acknowledgement of contribution per APA standards</td>
</tr>
<tr>
<td>Publication or acceptance of a non-empirical article in a peer-reviewed, discipline-related, journal; for multiple authorship, see Documents</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>Copy of the article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards</td>
</tr>
<tr>
<td>A peer-reviewed, discipline-related technical report available for public consumption</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the technical report and letter of invitation/acceptance by contracting agency and acknowledgement of contribution per APA standards</td>
</tr>
<tr>
<td>A peer-reviewed empirical presentation at a regional, national, or international conference</td>
<td>R</td>
<td>R (by end of 3rd year)</td>
<td>R</td>
<td>R</td>
<td>A copy of the presentation, letter of acceptance, and conference program</td>
</tr>
<tr>
<td>A chapter published or “in press” in an edited book</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the chapter and/or letter of acceptance and acknowledgement of contribution per APA standards</td>
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<td>-----------------------------</td>
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</tr>
<tr>
<td>An edited book for which the candidate is an editor</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the book proposal and letter/publishing contract</td>
</tr>
<tr>
<td>A peer-reviewed, empirical poster session at a regional, national, or international conference</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the poster session content, a copy of the letter of acceptance, and a copy of the conference program</td>
</tr>
<tr>
<td>Receipt of an internal faculty or research grant as PI or Co-PI</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the grant application and letter of award; if grant is completed, include final report</td>
</tr>
<tr>
<td>A technical report for consumption by an external professional body</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the report and/or letter of acceptance</td>
</tr>
<tr>
<td>A national external grant that is not funded and candidate is PI or Co-PI</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>A copy of the grant application and letter of denial</td>
</tr>
</tbody>
</table>
| Publication or acceptance of course materials or case studies that are not limited to use with a course | E | E | E | E | A copy of the materials and/or case studies, a copy of the document in which the materials appeared, a
<table>
<thead>
<tr>
<th>offered through MSU</th>
<th>VALUE: 1/3 quality indicator</th>
<th>description of how the materials were used, and an acceptance letter from the discipline-related body.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One peer-reviewed (non-national) grant submitted but not funded, either internal or external funding</td>
<td>VALUE: 1/3 quality indicator</td>
<td>A copy of the grant application and letter of denial.</td>
</tr>
<tr>
<td>Longitudinal research/scholarship requiring time-intensive data collection</td>
<td>VALUE: 1/3 quality indicator</td>
<td>A narrative describing the scholarly project in detail and an interim report with data to demonstrate the status of the project.</td>
</tr>
<tr>
<td>A technical report for use internally by the SSW, the CHHS, or the University</td>
<td>VALUE: 1/3 quality indicator</td>
<td>A copy of the report, a letter from the body using the report that indicates the quality of the report, and contribution per APA standards.</td>
</tr>
<tr>
<td>A round table discussion, a non-empirical presentation, or a non-empirical poster presentation at a regional, national, or international conference</td>
<td>VALUE: 1/3 quality indicator</td>
<td>A copy of the conference program and a narrative description of the round table discussion, presentation, or poster.</td>
</tr>
<tr>
<td>A publication in a non-refereed, discipline-related, vetted journal or</td>
<td>VALUE: 1/3 quality indicator</td>
<td>A copy of the article/manuscript, a copy of the letter of acceptance, and</td>
</tr>
<tr>
<td>magazine, such as a book review</td>
<td>QUALITY INDICATOR</td>
<td>VALUE: 1/3</td>
</tr>
<tr>
<td>Organization of a scholarly symposium for a national conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing conference proceedings in which the candidate is an editor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other examples in this category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Service—Tenure and Promotion for All Academic Ranks (Asst. to Associate; Associate to Full, both tenure-track, and tenured)

<table>
<thead>
<tr>
<th>The faculty demonstrates service activities leading to promotion and/or tenure in the following ways</th>
<th>Clinical Instructor to Assistant Clinical Professor</th>
<th>Clinical Assistant to Associate Clinical Professor</th>
<th>Clinical Associate to Clinical Full Professor</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need 3 quality indicators (QI's); 1 of which must be from Cat A</td>
<td>Need 4 additional QI's); 1 of which must be from Cat A</td>
<td>Need 5 additional QI's); 1 of which must be from Cat A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serving as an officer or chair of School, College, and/or University committees</th>
<th>Notification of position/acceptance and contributions of the candidate</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUE: 1 quality indicator A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serving as an officer in a professional organization</th>
<th>Notification of position/acceptance and contributions of the candidate</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUE: 1 quality indicator A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizing a conference for a professional meeting or community organization</th>
<th>Copy of position announcement and conference program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VALUE: 1 quality indicator A</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serving as an officer or chair of School, College, and/or University committees</th>
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<th></th>
</tr>
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</tr>
<tr>
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<tr>
<td>Obtaining a grant for community service activities or community organizations</td>
<td>VALUE: 1 quality indicator A</td>
<td>Copy of the grant application and the award letter</td>
<td></td>
</tr>
<tr>
<td>Substantially maintaining or providing other School services, such as maintaining program Web pages, supporting grant writing within the School, etc.</td>
<td>VALUE: 1 quality indicator A</td>
<td>Evidence of activities involving Web management that is not position-related; artifacts indicating support of grant writing or other School activities of this nature</td>
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</tr>
<tr>
<td>Serving as faculty advisor for an active student organization</td>
<td>VALUE: 1 quality indicator A</td>
<td>Evidence of serving in this position, such as emails, flyers, announcements of activities</td>
<td></td>
</tr>
<tr>
<td>Securing substantial resources for the School other than from grants and contracts</td>
<td>VALUE: 1 quality indicator A</td>
<td>A copy of the letter indicating type and amount of resources secured for the School</td>
<td></td>
</tr>
<tr>
<td>Serving as a member of School, College, and/or University</td>
<td></td>
<td>Evidence of appointment to committee</td>
<td></td>
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<tr>
<td>Committees (not position-related, including recruitment activities)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
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</table>

<table>
<thead>
<tr>
<th>Participation in college or university governance activities</th>
</tr>
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<tbody>
<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Membership and active participation in professional organizations and meetings of those organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Community service activities related to the faculty member’s discipline, or extensive community service outside of the discipline</th>
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</table>

<table>
<thead>
<tr>
<th>Promoting student involvement in community activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision of students in community service activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarly presentations at community organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VALUE</strong>: 1 quality indicator B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence of appointment to position and/or participation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evidence of appointment to position and/or participation</th>
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</table>

<table>
<thead>
<tr>
<th>A copy of the service activities, such as a program, thank you note, etc.</th>
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</table>

<table>
<thead>
<tr>
<th>A copy of letter, email, or flyer noting the activities</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>A copy of the services rendered and for what group of students it was rendered</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>A copy of the invitation, a copy of the program, if possible, and/or a copy of a thank you</th>
</tr>
</thead>
</table>
Providing consultation to community agency  
**VALUE: 1 quality indicator B**  
Other examples in this category

**CLINICAL FACULTY**

**Matrix for Teaching, Productivity and Service Criteria**

**Teaching---Tenure and Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full)**

**ALL INDICATORS ARE REQUIRED**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of Fulfilling indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and uses of research on teaching and learning</td>
<td></td>
</tr>
<tr>
<td><em>Measures: attending workshop on teaching and learning, integrating research into class, syllabi, peer reviews</em></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate assessment of learning objectives</td>
<td></td>
</tr>
<tr>
<td><em>Measures: types of assignments (tests, presentations, papers, interviews)and how they link to objectives, syllabi</em></td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate mix of alternative learning strategies</td>
<td></td>
</tr>
<tr>
<td><em>Measure: use of role-playing, videotaping, group work, power point, over-head projector, etc., peer reviews, syllabi</em></td>
<td></td>
</tr>
<tr>
<td>Organizes subject matter and course in a logical, comprehensive, and cohesive way</td>
<td></td>
</tr>
<tr>
<td><em>Measures: assignment schedule, BlackBoard contents appear organized, course evaluations, peer reviews</em></td>
<td></td>
</tr>
<tr>
<td>Delivers course material in an organized manner</td>
<td></td>
</tr>
<tr>
<td><em>Measures: observe and provide notes of effective faculty classroom teaching methods course evaluations, peer reviews</em></td>
<td></td>
</tr>
<tr>
<td>Adheres to the <em>NASW Code of Ethics</em> (1996, revised 2008) in interactions with students in and out of the classroom</td>
<td></td>
</tr>
<tr>
<td>Measures: syllabus indicates expectations for civil discourse in the classroom, course evaluations, advisor evaluations, peer reviews, complaints made to Coordinators or Director</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of and enthusiasm for the subject matter and teaching.</td>
<td></td>
</tr>
<tr>
<td>Measures: incorporation of new class exercises, Student course evaluations above 2.5, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Encourages and supports students' professional development as social workers</td>
<td></td>
</tr>
<tr>
<td>Measures: directed readings, maintaining involvement with students, attending activities sponsored by students, co-publishing with students, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Exhibits fairness in assignments and grading.</td>
<td></td>
</tr>
<tr>
<td>Measures: clear and consistent grading criteria, varying grading methods, rubrics accompany graded assignments, Student course evaluations above 2.5</td>
<td></td>
</tr>
<tr>
<td>Maintains academic integrity and high performance expectations appropriate for the level of one's classes. Measures: updates tests/assignments according to changing standards in the field, expectations for learning are clearly stated in the syllabus, Student course evaluations above 2.5, peer reviews</td>
<td></td>
</tr>
<tr>
<td>Advisor is knowledgeable about academic curriculum. BSW Advisors must be knowledgeable about university policies, general education, and the BSW Program curriculum. MSW advisors must be knowledgeable about university policies and the MSW curriculum. Each should be aware of the other.</td>
<td></td>
</tr>
<tr>
<td>Measure: knows university guidelines and policies, general education, undergraduate, and graduate requirements, Master Advisor status, Advisor evaluations</td>
<td></td>
</tr>
<tr>
<td>Advisor is accessible to students.</td>
<td></td>
</tr>
<tr>
<td>Measures: maintains regular office hours, sets appointments when office hours do not coincide with student availability, communicates and corresponds with students, Advisor evaluations</td>
<td></td>
</tr>
<tr>
<td>Advisor is considerate of student needs</td>
<td></td>
</tr>
<tr>
<td>Measures: advisor is attentive and listens to students' ideas, problems, and needs, makes recommendations to students</td>
<td></td>
</tr>
</tbody>
</table>
about alternative courses, makes recommendations about other campus services available to students, Advisor evaluations

<table>
<thead>
<tr>
<th>Receiving a consistently acceptable Student End-of-Course Evaluation average rating of (x &gt; 2.5) on a 5.0 scale.</th>
</tr>
</thead>
</table>

**Measures:** end-of-course evaluations

Additional accomplishments in any category.

---

### Promotion for Individuals with Administrative Responsibilities:

- The essential duties of faculty members who have administrative responsibilities will be evaluated under the Teaching section.
- Faculty members with administrative duties should refer to the table for their administrative position with their job responsibilities, and show evidence of fulfilling each indicator for their evaluations.

Additional accomplishments in any category.

---

### Productivity—Tenure and Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full)

**R**=Required  
**E**=Encouraged  
Discipline-related or discipline-specific = Social Work

<table>
<thead>
<tr>
<th>The faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways</th>
<th>Clinical Instructor to Assistant Clinical Professor</th>
<th>Clinical Assistant to Associate Clinical Professor</th>
<th>Clinical Associate to Clinical Full Professor</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need 3 quality indicators (QI's)</td>
<td>E</td>
<td>E</td>
<td>R</td>
<td>Copy of article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding</td>
</tr>
</tbody>
</table>

| Publication or acceptance of an empirical article in a peer-reviewed, discipline-related | E |
|---|---|---|---|---|---|---|---|
| |

---
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Contribution Type</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A discipline-related book published or “in press” of which the applicant is an author</td>
<td>Publishing contract or copy of jacket of book plus inside page and acknowledgement of contribution per APA standards</td>
<td>2 quality indicators</td>
</tr>
<tr>
<td>Receipt of a nationally, externally funded grant where the candidate is PI or Co-PI</td>
<td>Copy of the grant application and the award letter and acknowledgement of contribution per APA standards</td>
<td>1 quality indicator</td>
</tr>
<tr>
<td>Publication or acceptance of a non-empirical article in a peer-reviewed, discipline-related, journal; for multiple authorship, see Documents</td>
<td>Copy of the article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards</td>
<td>1 quality indicator</td>
</tr>
<tr>
<td>A peer-reviewed, discipline-related technical report available for public consumption</td>
<td>A copy of the technical report and letter of invitation/acceptance by contracting agency and acknowledgement of contribution per APA standards</td>
<td>1 quality indicator</td>
</tr>
<tr>
<td>A peer-reviewed empirical presentation at a university, local, regional, national, or international conference or venue (including guest lectures and CEU presentations)</td>
<td>A copy of the presentation, letter of acceptance, and conference program</td>
<td>1/2 quality indicator</td>
</tr>
<tr>
<td>Event Description</td>
<td>Quality Indicator</td>
<td>Value 1/2 Quality Indicator</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>A chapter published or &quot;in press&quot; in an edited book</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>An edited book for which the candidate is an editor</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>A peer-reviewed, empirical poster session at a regional, national, or international</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>conference</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Receipt of an internal faculty or research grant as PI or Co-PI</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Published technical report for consumption by an external professional body</td>
<td>Appendix a</td>
<td>E</td>
</tr>
<tr>
<td>(including preparation of CSWE accreditation documents)</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>A national external grant that is not funded and candidate is PI or Co-PI</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Publication or acceptance of course materials or case studies that are not</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>anneer he publication was received and letter of acceptance was received</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Limited to use with a course offered through MSU</td>
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<tr>
<td><strong>VALUE: 1/3 quality indicator</strong></td>
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</tr>
</tbody>
</table>
| One peer-reviewed (non-national) grant submitted but not funded, either internal or external funding | E | E | E | A copy of the grant application and letter of denial  
| **VALUE: 1/3 quality indicator** | | |  
| Longitudinal research/scholarship requiring time-intensive data collection | E | E | E | A narrative describing the scholarly project in detail and an interim report with data to demonstrate the status of the project  
| **VALUE: 1/3 quality indicator** | | |  
| A technical report for use internally by the SSW, the CHHS, or the University (including field orientation and/or CSWE standards presentations, substantial work on development of comps exam materials and/or learning plans, etc.) | E | E | E | A copy of the report, a letter from the body using the report that indicates the quality of the report, and contribution per APA standards (i.e., letter of documentation from the Director or the Dean)??  
| **VALUE: 1/3 quality indicator** | | |  
| A round table discussion, a non-empirical presentation, or a non-empirical poster presentation at a regional, national, or international conference | E | E | E | A copy of the conference program and a narrative description of the round table discussion, presentation, or poster |
| A publication in a non-refereed, discipline-related, vetted journal or magazine, such as a book review | E | E | E | A copy of the article/manuscript, a copy of the letter of acceptance, and acknowledgement of contribution per APA standards |
| Organization of a scholarly symposium for a national conference | E | E | E | A copy of the letter from the body holding the conference, a copy of the conference program, and a narrative describing the symposium and the candidates’ contributions |
| Publishing conference proceedings in which the candidate is an editor | E | E | E | A copy of the conference proceedings and a letter from the conference staff describing the candidate’s contributions |
| Participation on thesis committee | E | E | E | Statement of appointment/acceptance |
| Collaboration on research in clinical settings (including evidence of student involvement in research projects) | E | E | E | Copy of IRB application or draft of work |
| Application of clinical expertise to provide service to the local or regional professional community (i.e., provision of professional clinical supervision for individual seeking clinical licensure) | E | E | E | Annual conflict of interest disclosure statement or documents clearly annotating the service provided?? |
Service---Tenure and Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full)

<table>
<thead>
<tr>
<th>The faculty demonstrates service activities leading to promotion and/or tenure in the following ways</th>
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<tbody>
<tr>
<td>Serving as an officer or chair of School, College, and/or University committees</td>
<td>Need 3 quality indicators (QI's); 1 of which must be from Cat A</td>
<td>Need 4 additional QI's); 1 of which must be from Cat A</td>
<td>Need 5 additional QI's); 1 of which must be from Cat A</td>
<td>Notification of position/acceptance and contributions of the candidate</td>
</tr>
<tr>
<td>Serving as an officer in a professional organization</td>
<td>VALUE: 1 quality indicator A</td>
<td></td>
<td></td>
<td>Notification of position/acceptance and contributions of the candidate</td>
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<tr>
<td>Organizing a conference for a professional meeting or community organization</td>
<td>VALUE: 1 quality indicator A</td>
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<td>Copy of position announcement and conference program</td>
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<td>Serving as an officer or chair of School, College, and/or</td>
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<td></td>
<td>Notification of position/acceptance and contributions of the candidate</td>
</tr>
<tr>
<td>University committees</td>
<td></td>
<td></td>
<td>Notification of position/acceptance and contributions of the candidate</td>
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<td>-----------------------</td>
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<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>VALUE: 1 quality indicator A</strong></td>
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<tr>
<td><strong>VALUE: 1 quality indicator A</strong></td>
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</tr>
<tr>
<td><strong>VALUE: 1 quality indicator A</strong></td>
<td>Serving as faculty advisor for an active student organization</td>
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<td>A copy of the letter indicating type and amount of resources secured for the School</td>
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<td><strong>VALUE: 1 quality indicator A</strong></td>
<td>Securing substantial resources for the School other than from grants and contracts</td>
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<td></td>
</tr>
<tr>
<td>VALUE: 1 quality indicator A</td>
<td></td>
<td></td>
<td>Evidence of appointment to committee</td>
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<tr>
<td>Serving as a member of School, College, and/or University Committees (not position-related, including recruitment activities)</td>
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<td></td>
<td>Evidence of evidence of appointment to position and/or participation</td>
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<tr>
<td>VALUE: 1 quality indicator B</td>
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<td>Evidence of evidence of appointment to position and/or participation</td>
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<tr>
<td>Participation in college or university governance activities</td>
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<td></td>
<td>Evidence of evidence of appointment to position and/or participation</td>
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<td>Membership and active participation in professional organizations and meetings of those organizations</td>
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<td>Supervision of students in community service activities</td>
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<td>Evidence of evidence of appointment to position and/or participation</td>
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</tr>
<tr>
<td>Scholarly presentations at</td>
<td></td>
<td></td>
<td>Evidence of evidence of appointment to position and/or participation</td>
<td></td>
</tr>
<tr>
<td>community organizations</td>
<td>VALUE: 1 quality indicator B</td>
<td>program, if possible, and/or a copy of a thank you</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Providing consultation to community agency</td>
<td>VALUE: 1 quality indicator B</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other examples in this category</td>
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</tbody>
</table>

**Appendix E**

Missouri State University  
College of Health and Human Services  
Criteria for CHHS Clinical Faculty Ranks  
Appointments and Eligibility for Promotion  
Supplement to Section 3.5.11 of the Faculty Handbook  
Approved September 22, 2016

**Explanatory Note:**  
This document was developed to supplement the policies described in the Missouri State University Faculty Handbook with respect to appointment, reappointment, and promotion of clinical faculty as described on page IV of the Faculty Handbook approved June 10, 2016:

The Faculty Handbook represents University-wide policy and takes precedence over policy promulgated by departments, colleges, or other units within the University. This does not preclude departments, colleges or other units within the University from issuing policy documents separate from the Faculty Handbook; however, while all such documents may amplify, add detail to, and expand upon policies contained in the Faculty handbook, all policy disputes shall be resolved in favor of those contained in the Faculty Handbook. (p. IV)

The 2007 edition of the Missouri State University Faculty Handbook provided for the appointment of Clinical Faculty, but left it to the departments to develop appropriate appointment, promotion, and performance review criteria for each rank. The language in the June 20, 2016 version of the faulty Handbook is as follows:
3.5.11 Clinical Faculty
Clinical Faculty are members of the faculty whose primary responsibilities are clinical Education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure track faculty. If a Clinical Faculty member is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months. (P. 25)

A majority of the departments in the College of Health and Human Services subsequently incorporated criteria for Clinical Faculty into their Reappointment, Tenure and Promotion documents. Currently, approximately twenty percent of the CHHS faculty members have clinical faculty appointments, and several have been promoted through the ranks to Professor. After a decade of experience hiring, reappointing and promoting clinical faculty, it is clear that uniform guidelines within CHHS are needed to establish definitions of each clinical faculty rank, requirements for initial appointment, and length of service eligibility requirements for promotion to parallel the criteria for academic faculty described in section 3.3 of the Faculty Handbook. Each department is responsible for development of specific criteria appropriate to their discipline. The following guidelines are applicable to Clinical Faculty in the College of Health and Human Services.

3.5.11.1 CHHS Requirements for Appointment, Reappointment, and Promotion of Clinical Faculty

3.5.11.1.1 Clinical Instructor

Definition:
An entry-level clinical faculty rank of one who has potential or demonstrated achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:
A master's degree or doctorate as determined appropriate by department faculty with the approval of the Dean of the College and the Provost, current Missouri licensure or certification appropriate for the discipline, at least one year of professional experience obtained after the entry-level degree, and potential
for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the advanced degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

A minimum of three years of service in the rank of Clinical Instructor, and evidence of effectiveness in Clinical Education, Professional Productivity/Research, and Service. Clinical Instructors may apply for promotion during their third year of service with the effective date of the promotion at the beginning of the fourth year.

Policy in Effect for Promotion:

Clinical Instructors applying for promotion to Clinical Assistant Professor have the option of using either the current version of promotion criteria or the version in effect at the time of initial appointment as a Clinical Instructor, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.2. Clinical Assistant Professor
Definition:

A clinical faculty rank of one who has demonstrated achievement or potential in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by the department faculty with approval of the Dean of the College and the Provost, current Missouri licensure or appropriate credentials for the discipline, a minimum of three years of professional experience obtained after the entry-level degree, and the potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

Six years of service in the rank of Clinical Assistant Professor at Missouri State University or a combination of three years in the rank of Clinical Instructor and three years in the rank of Clinical Assistant Professor, sustained effectiveness in Clinical Education, Professional Productivity/Research, and Service to the discipline.

Policy in Effect for Promotion:
Clinical Assistant Professors applying for promotion to Clinical Associate Professor have the option of using either the most current version of promotion criteria or an earlier version, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.3 Clinical Associate Professor

Definition:

A clinical faculty rank of one who has demonstrated a sustained record of achievement and effectiveness in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

1. Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master’s degree and specialization or advanced certification, Missouri licensure or appropriate certification for the discipline, a minimum of six years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and evidence of sustained achievement and excellence in Clinical Education, Professional Productivity/Research and Service, including involvement in the discipline at the regional or national level.

Eligibility for Promotion:

Doctorate degree or master’s degree and specialization or advanced certification, a minimum of five years of service in the rank of Clinical Associate Professor at Missouri State University, evidence of leadership at the regional or national level, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with exceptional records of accomplishments may apply for each promotion.

Policy in Effect for Promotion:

Clinical Associate Professors applying for promotion to Professor have the option of using either the most current version of promotion criteria or an earlier version of criteria, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.4 Clinical Professor

Definition:

A clinical faculty rank of one who is recognized as a leader in health and human services with a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

1. Promotion from Associate Clinical Professor rank or (2) doctoral degree or master’s degree and specialization or advanced certification, Missouri licensure or appropriate certification, a minimum of eleven years of professional experience obtained after the entry-level degree,
including teaching or supervision in higher education, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research and Service, including national or regional recognition and leadership in the discipline.

### Appendix F

College of Health and Human Services (CHHS) Workload Policy

April 14, 2015

<table>
<thead>
<tr>
<th>CHHS Workload Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHHS Standard Workload for Faculty</strong></td>
</tr>
<tr>
<td>The &quot;Standard Workload&quot; for 9-month faculty is 24 equated hours across an academic year (Fall and Spring semesters) as defined in the Missouri State University Faculty Workload Policy for Springfield and Mountain Grove Campuses (Op3.33-2). The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal department, college, university, professional, and community service activities.</td>
</tr>
<tr>
<td>The “Standard Workload” for 12-month faculty is 32 equated hours across a year (Fall, Spring, and Summer). The conceptual framework for this standard workload is a total workload of 40 equated hours with eight equated hours being allocated for maintaining currency in one's field, advising duties, and normal department, college, university, professional, and community service activities.</td>
</tr>
<tr>
<td>Determinations of research-active status for tenured/tenure-track faculty will be made based on the criteria described below by the department head and approved by the dean, taking into account the faculty member's record of activity and productivity.</td>
</tr>
<tr>
<td>Qualifying for reassigned time for research does not guarantee a faculty member’s satisfaction of reappointment, promotion, or tenure requirements.</td>
</tr>
<tr>
<td>Granting of reassigned time for research is dependent on the justification provided by the faculty member, as well as such factors as departmental teaching needs and financial ability to pay for replacement per course faculty.</td>
</tr>
<tr>
<td>With appropriate justification, faculty may receive reassigned time for other eligible activities including administrative duties, additional advisement, or extraordinary service activities upon recommendation by the department head and approval by the CHHS dean annually.</td>
</tr>
</tbody>
</table>
## Tenure-Track Probationary Faculty

Tenure-Track Probationary Faculty with 9-month appointments will receive six equated hours of reassigned time for research per year. Faculty with 12-month appointments will receive eight equated hours of reassigned time for research per year. Tenure-Track Probationary Faculty are expected to demonstrate satisfactory progress toward meeting research criteria defined in departmental reappointment, tenure, and promotion plans during the annual review.

### Tenured Research Active Level 1

Faculty with 9-month appointments who produce at least one KPI-recognized research product (refereed journal article; peer-reviewed book; book chapter; performance) within a three year period and demonstrate in the annual review ongoing research productivity (presenting research at a peer-reviewed or invited disciplinary conference; submitting an external grant proposal; managing an external grant; producing a KPI-recognized research product; or equivalent activity approved by their department head) will receive six equated hours of reassigned time for research per year. Faculty with 12-month appointments will receive eight equated hours of reassigned time for research per year.

### Tenured Research Active Level 2

Faculty with 9-month appointments who do not meet the requirements for Level 1 Research Active by producing a KPI-recognized product during the previous three years, but who demonstrate ongoing research productivity and dissemination in the annual review (presenting research at a peer-reviewed or invited disciplinary conference; submitting an external grant proposal; managing an external grant; or publishing a technical report, computer software, media or equivalent activity approved by their department head) will receive three equated hours of reassigned time for research during the next academic year. Faculty with 12-month appointments will receive four equated hours of reassigned time for research during the next year.

### Tenured Non-Research Active Faculty

Faculty who do not demonstrate Level 1 or Level 2 research activity during the annual review will not receive reassigned time for research the following year. Faculty with 9-month appointments will be assigned a Standard Workload of 24 equated hours across an academic year, and faculty with 12-month appointments will be assigned a Standard Workload of 32 equated hours across the year.

### Instructors and Senior Instructors

Instructors on 9-month appointments have a service component and will be assigned a Standard Workload of 24 equated hours across an academic year. Instructors on 12-month appointments have a service component and will be assigned a Standard Workload of 32 equated hours across a year.

### Clinical Faculty

Clinical faculty on 9-month appointments will be assigned a Standard Workload of 24 equated hours per academic year. Clinical faculty on 12-month appointments will be assigned a Standard Workload of 32 equated hours per year.

Some Clinical Faculty positions may include eligibility for reassigned time for research. If research eligibility is specified in their appointment letter and approved by the department head and dean, Clinical Faculty who demonstrate in the annual review ongoing clinical research productivity and dissemination of their research (presenting research at a peer-reviewed or invited disciplinary conference; submitting an external grant proposal; managing an external grant; publishing a peer-
reviewed article; or publishing a technical report, computer software, media, or equivalent activity approved by their department head) will receive up to three equated hours (if on a 9-month appointment) or up to four equated hours (if on a 12-month appointment) of reassigned time for research per year.

<table>
<thead>
<tr>
<th>Practitioner-in-Residence</th>
<th>Practitioners-in-Residence on 9-month appointments have a service component and will be assigned a Standard Workload of 24 equated hours per academic year. Practitioners-in-Residence on 12-month appointments have a service component and will be assigned a Standard Workload of 32 equated hours per year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHHS Faculty Overload Policy</td>
<td>Department Heads are expected to plan workloads that comply with applicable University, College and Departmental policies. Overloads may be requested only for unforeseen circumstances and with approval of the College dean. Faculty members who are requested to teach overload course assignments have the right to refuse such assignments. Overload is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Overload compensation is based on 2.5% of the faculty member’s 9-month salary per equated hour for a course that meets the minimum enrollment level. (When applicable, a 12-month salary will be converted to a 9-month salary by dividing the 12-month salary by 11 and multiplying by 9.)</td>
</tr>
</tbody>
</table>

**Appendix G**

**Tables for Performance Evaluations of Key Duties for SSW Administrative Positions**

Table 1: BSW Program Coordinator Duties

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of fulfilling Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairing the BSW Committee</td>
<td></td>
</tr>
<tr>
<td>Monitoring the BSW social work curriculum and maintaining standards within the Program for continuing CSWE accreditation</td>
<td></td>
</tr>
<tr>
<td>Ensuring that curriculum revisions are prepared for approval to the School, College and University curriculum committees in a timely and appropriate manner</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Coordinating with MSW Program Coordinator and Director, School of Social Work, the BSW social work course schedule and teaching assignments for each semester with BSW Program Coordinator and Director, conduct per course faculty orientation</td>
<td></td>
</tr>
<tr>
<td>Assist in mentoring BSW per course faculty</td>
<td></td>
</tr>
<tr>
<td>Considering requests for exceptions to curricular sequencing or course offerings, in consultation with the Director</td>
<td></td>
</tr>
<tr>
<td>Administering the BSW social work admission, retention and dismissal procedures</td>
<td></td>
</tr>
<tr>
<td>Implementing curricular changes</td>
<td></td>
</tr>
<tr>
<td>Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors</td>
<td></td>
</tr>
<tr>
<td>Planning and presenting the BSW student orientation</td>
<td></td>
</tr>
<tr>
<td>Reviewing and updating the BSW Student Handbook on an annual basis</td>
<td></td>
</tr>
<tr>
<td>Attending the College Administrative Council Meetings in the absence of the Director of the School of Social Work and upon the Director’s request</td>
<td></td>
</tr>
<tr>
<td>Attending BSW graduation exercises</td>
<td></td>
</tr>
<tr>
<td>Organizing and implementing the Self-Study process for reaffirmation of the BSW Program</td>
<td></td>
</tr>
</tbody>
</table>
Maintaining appropriate records and assisting the administrative support staff and the Director in preparing required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services

Explaining the BSW Social Work Program to students expressing an interest in a social work major: high school, undergraduate, and transfer students

Collaborating with the Field Education Coordinator to ensure that the field practicum and seminar are consistent with the other curriculum areas

Working closely with the administrative support for the BSW Program to ensure the achievement of Program goals

Participating in BSW appeal and grievance procedures, according to University policy and the School’s Standards and Essential Functions

Overseeing BSW recruitment activities

Assist in the preparation for Self-Study and Reaffirmation; prepare reports as needed for ongoing CSWE reports, and for assessment

Coordinate work with the off-campus learning sites, such as Crowder

Working with the Director on budgetary items for meeting the BSW Program’s goals

Other duties as assigned by Director.

**Table 2**: MSW Program Coordinator – Primary Job Duties
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of fulfilling Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish MSW calendar for academic year</td>
<td></td>
</tr>
<tr>
<td>Conduct Advanced Standing and Regular Student Orientations</td>
<td></td>
</tr>
<tr>
<td>Oversee admissions process, including review of applications, and sending appropriate letters to applicants</td>
<td></td>
</tr>
<tr>
<td>Respond to student inquiries and/or meet with them regarding MSW Program issues</td>
<td></td>
</tr>
<tr>
<td>Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors</td>
<td></td>
</tr>
<tr>
<td>With BSW Program Coordinator and Director, conduct per course faculty orientation</td>
<td></td>
</tr>
<tr>
<td>Assist in mentoring MSW per course faculty</td>
<td></td>
</tr>
<tr>
<td>Chair MSW Committee</td>
<td></td>
</tr>
<tr>
<td>Oversee recruitment of MSW students</td>
<td></td>
</tr>
<tr>
<td>Notify Graduate College of admission decisions</td>
<td></td>
</tr>
<tr>
<td>Oversee the process for MSW scholarships</td>
<td></td>
</tr>
<tr>
<td>Work closely with MSW Joplin Site Coordinator to establish and oversee Joplin campus courses, activities, and student issues</td>
<td></td>
</tr>
<tr>
<td>Ensure MSW Program functions in accordance with Graduate College guidelines, including approval of Graduate Faculty status for fulltime and per course faculty</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Oversee class scheduling for MSW classes, in coordination with BSW Coordinator</td>
<td></td>
</tr>
<tr>
<td>Assist with the recruitment and hiring of per course faculty for MSW courses</td>
<td></td>
</tr>
<tr>
<td>Attend MSW graduation exercises</td>
<td></td>
</tr>
<tr>
<td>Plan, administer and process comprehensive exams</td>
<td></td>
</tr>
<tr>
<td>Revise MSW Student Handbook</td>
<td></td>
</tr>
<tr>
<td>Participate in any student retention issues, grade appeals, or other appeals, as needed</td>
<td></td>
</tr>
<tr>
<td>Participate in preparations for Self-Study and the Reaffirmation process; prepare ongoing CSWE reports as needed, including assessment reports</td>
<td></td>
</tr>
<tr>
<td>Work with Director on budgetary items for meeting MSW Program's goals.</td>
<td></td>
</tr>
<tr>
<td>Other duties as assigned by Director</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3: Field Education Program Coordinator – Springfield (Main Campus)**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of fulfilling Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall administrative responsibility for the direction and coordination of the BSW &amp; MSW Field Education Programs.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Oversee the development and maintenance of policies and practices for practicum operation (including BSW and MSW Field Manuals).</td>
<td></td>
</tr>
<tr>
<td>Recruit, develop, plan, and create placement opportunities.</td>
<td></td>
</tr>
<tr>
<td>Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica.</td>
<td></td>
</tr>
<tr>
<td>With Joplin Field Education Program Manager, organize, develop, and facilitate training for field instructors.</td>
<td></td>
</tr>
<tr>
<td>Maintain relationships with practicum sites.</td>
<td></td>
</tr>
<tr>
<td>Intervene if problems arise for students, field instructors, educational supervisors, and field liaisons; consult as necessary with appropriate persons, including the Director</td>
<td></td>
</tr>
<tr>
<td>Establish a Field Education calendar for the academic year.</td>
<td></td>
</tr>
<tr>
<td>With Joplin coordinator, conduct Field Education Student Orientations.</td>
<td></td>
</tr>
<tr>
<td>Oversee field placement process.</td>
<td></td>
</tr>
<tr>
<td>Meet with students for Pre-Field Advising</td>
<td></td>
</tr>
<tr>
<td>Actively participate in BSW Committee meetings.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Provide support for faculty liaisons.</td>
<td></td>
</tr>
<tr>
<td>Assist with recruitment of new students (through events and publications).</td>
<td></td>
</tr>
<tr>
<td>Monitor the field education social work curriculum and maintain standards within the Program for continuing CSWE accreditation.</td>
<td></td>
</tr>
<tr>
<td>Review and update the field component of the BSW and MSW Student Handbooks on an annual basis.</td>
<td></td>
</tr>
<tr>
<td>Maintain appropriate records and assist the administrative support staff and the MSW Coordinator with required annual reports to the Council on Social Work Education, including assessment.</td>
<td></td>
</tr>
<tr>
<td>Assist the Field Education Program Coordinator in organizing and implementing the Self-Study process for reaffirmation of the field component of the BSW and MSW Programs.</td>
<td></td>
</tr>
<tr>
<td>Collaborate with the Field Education Program Coordinator to ensure that the field practica/seminars are consistent with the other curriculum areas.</td>
<td></td>
</tr>
<tr>
<td>Participate in BSW and MSW appeal and grievance procedures, according to University policy and the School’s policies.</td>
<td></td>
</tr>
<tr>
<td>Work with the Field Education Program Coordinator to manage budgetary needs for meeting the Field Education Program’s goals.</td>
<td></td>
</tr>
</tbody>
</table>
Other duties as assigned by the Director

Table 4: Field Education Program Coordinator – Joplin and/or West Plains (Extension Campuses)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence of fulfilling Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall administrative responsibility for the direction and coordination of the MSW Field Education Program for the extension campus; other distance education sites in the area may be included.</td>
<td></td>
</tr>
<tr>
<td>With the Springfield Field Education Coordinator, develop and maintain policies and practices for practicum operation (including the BSW and MSW Field Manuals).</td>
<td></td>
</tr>
<tr>
<td>Recruit, develop, plan, and create placement opportunities in the local area associated to the extension campus.</td>
<td></td>
</tr>
<tr>
<td>Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica in the local area associated to the extension campus.</td>
<td></td>
</tr>
<tr>
<td>With Springfield field coordinator, organize, develop, and facilitate training for field instructors.</td>
<td></td>
</tr>
<tr>
<td>Maintain relationships with practicum field instructors.</td>
<td></td>
</tr>
<tr>
<td>Support and monitor the operation of the Faculty Liaisons; report problems to the Field Education Program Coordinator.</td>
<td></td>
</tr>
<tr>
<td>With Springfield coordinator, conduct Field Education Student and Field Instructor Orientations.</td>
<td></td>
</tr>
<tr>
<td>Oversee field placement process in consultation with the Field Education Program Coordinator.</td>
<td></td>
</tr>
<tr>
<td>Meet with students for Pre-Field Advising.</td>
<td></td>
</tr>
<tr>
<td>Actively participate in MSW committee.</td>
<td></td>
</tr>
<tr>
<td>Assist with recruitment of new students (through events and publications).</td>
<td></td>
</tr>
<tr>
<td>Monitor the field education social work curriculum and maintain standards within the Programs for continuing CSWE accreditation.</td>
<td></td>
</tr>
<tr>
<td>Assist Springfield Field Coordinator in review and update of the field component of the BSW and MSW Student Handbooks on an annual basis.</td>
<td></td>
</tr>
<tr>
<td>Maintain appropriate records and assist the administrative support staff and the Director with required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services.</td>
<td></td>
</tr>
<tr>
<td>Collaborate with the Field Education Program Coordinator, MSW Coordinator, and the BSW Coordinator to ensure that the field practica/seminars are consistent with the other curriculum areas.</td>
<td></td>
</tr>
<tr>
<td>Participate in MSW appeal and grievance procedures, according to University policy.</td>
<td></td>
</tr>
<tr>
<td>Work with the Field Education Program Coordinator on budgetary items for meeting the Field Education Program's goals.</td>
<td></td>
</tr>
<tr>
<td>Participate in regular School meetings.</td>
<td></td>
</tr>
</tbody>
</table>
Other duties as assigned by the Director.

**Appendix H Teaching Summary**

Summary chart of classes taught from time of hiring including the Semester, Course, Number Enrolled, Student Rating, and Number of Times the Course was taught

Table One: Summary of Course Load and Student Evaluation Scores since Time of Hire: EXAMPLE

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2005</th>
<th>Summer 2005</th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Summer 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eval*</td>
<td>4.66</td>
<td>3.55</td>
<td>4.23</td>
<td>3.75</td>
<td>3.00</td>
<td>4.00</td>
<td>4.23</td>
</tr>
<tr>
<td>Times taught</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td># Students</td>
<td></td>
<td></td>
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<tr>
<td>Evaluation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total scores: 98