

DIANA R. GARLAND SCHOOL OF SOCIAL WORK (GSSW)
PROMOTION TO PROFESSOR GUIDELINES

**Approved by Office of the Provost and GSSW Promotion and Tenure Committee
October 26, 2021**

References:

- 1) BU-PP 702 PROMOTION FOR TENURED FACULTY at Baylor University [January 25, 2021]
- 2) PROMOTION PROCEDURES FOR TENURED FACULTY AT BAYLOR UNIVERSITY [February 15, 2021, as amended for the GSSW]

I. Scope

These guidelines apply to tenured faculty holding the rank of Associate Professor at Baylor University and specify how University Promotion Policy (BU-PP 702 [Draft 10-1-19]) and Promotion Procedures are implemented within the GSSW. In the event of any discrepancies between this document and either of those, the university documents prevail.

II. Guidelines

A. Context

A recommendation to the university of appointment to the rank of Professor indicates that a full-time tenured Associate Professor has demonstrated excellence according to university policies and procedures as well as the GSSW guidelines and as the candidate fills a need vital to the GSSW and central to the mission of the GSSW and the university. The process of review takes place in the context of the mission and objectives of the GSSW as well as in response to the qualities of the candidate.

B. GSSW Promotion Committee (Committee)

For the purposes of implementing the university policy for promotion to full Professor and these GSSW guidelines and procedures, the GSSW Promotion Committee shall be defined as the available full Professors of the GSSW.

Each committee member will receive and review all of the required candidate application materials as specified in the Promotion Procedures document. The Dean and the Promotion Committee members will meet with the candidate and address additional questions that might exist regarding the candidate's credentials. Subsequent to this meeting, each committee member will submit

the Professor Promotion Recommendation form to the Dean. The Dean will add these forms, along with the Dean's letter addressing the merits of the candidate's application for promotion, to the packet of materials to be submitted to the Provost as specified in the Promotion Procedures document.

C. Summary Calendar for the Promotion Review Processes (Promotion Procedures for Tenured Faculty at Baylor University)

Note: These dates are given as guidelines and adapted for the GSSW administrative structure. They vary slightly from year to year depending on when weekends and holidays occur; deans and department chairs distribute exact dates, as received from the Office of the Provost, each year.

By February 15: Candidate submits letter of intent to the Dean
 By February 15: Candidate provides the Dean the names of suggested external reviewers and other information, if any, pertinent to the selection of the reviewers
 By April 1: Candidate submits credentials portfolio for review
 Prior to meeting with candidate: Dean acquires external review letters
 Prior to meeting with candidate: Dean provides Promotion Committee with promotion recommendation forms
 Prior to meeting with candidate: Dean provides summary teaching evaluation to candidate and Promotion Committee
 November 1-30: Candidate meets with Promotion Committee and Dean
 By December 6: Promotion recommendation forms due to Dean
 January 15: Dean's letter and all other materials due to Provost
 February 1: Provost makes recommendation to President about promotion decision
 February 15: President makes final promotion decision and communicates decision to Provost, who communicates to Dean the promotion decision
 February 15-28: Promotion candidate's dean or dean's designee informs candidate of promotion decision

D. Professional and Personal Conduct

Candidates must observe the standards of the university with particular attention to BUPP-023 Standards of Personal Conduct, BUPP-024-Code of Ethics, and BUPP-031 Sexual Conduct Policy. They conduct themselves in ways that are sensitive to the relationships between the GSSW and the religious communities it serves. They are expected to be role models to students who combine a quest for intellectual rigor with faithful living and personal integrity. Candidates demonstrate that they know how to establish and maintain appropriate boundaries and should do so in working with students and colleagues.

III. Evaluation Criteria

A. Mission Focused

Because of the unique mission of the GSSW, applicants are expected to engage in knowledge development, educational contributions, and service involvements that are consistent with social work values. The development of resources and models that address social justice and the well-being of individuals, families, and communities is particularly valued for the contributions each makes to excellence in professional social work practice.

B. Excellence in Teaching and Mentorship

The GSSW has a long tradition of excellence in teaching and this will continue to be an essential requirement for all candidates. Social work practice is based on self-awareness and the capacity to form and maintain meaningful, productive relationships; these characteristics should be evident in the candidate's engagement with students. Candidates should also demonstrate sustained competence in these areas:

- Coherent organization of content and effective presentation;
- Responsiveness to the learning needs of students;
- Availability to students;
- Helpful evaluation of student work in a timely manner;
- Currency in the literature and techniques related to the courses taught;
- Commitment to providing opportunities for students' integration of knowledge, skills, and values, including those that are related to religious faith and spirituality;
- Engagement in professional development to improve teaching;
- Compliance with curriculum assessment and improvement policy and procedures; and
- Professional written and verbal communication.

The sources of evaluation include annual course evaluations and annual performance reviews. In addition, candidates shall present additional evidence of teaching excellence such as voluntary peer review, innovations in teaching, and/or leading others in teaching development (e.g. mentoring others, offering teaching workshops, and/or mentoring doctoral students and early faculty in teaching development).

C. Excellence in Research/Scholarship

Research in the field of social work embraces scholarly methodologies from multiple disciplines, including the following: historical documentation and investigation; contributions to theory; ethics; the philosophies of the field as well as traditional research designs; appropriate sample selection; the use of reliable and valid instruments for data collection; systematic collection and analysis of quantitative and qualitative data; and results reported in peer-reviewed publications and presentations. Research on the effectiveness of professional practice, program evaluation, policy analysis, and community assessment also qualifies as scholarship. Scholarly publications may take the form of peer-reviewed academic research to include but not limited to articles

(including those that are published electronically), book chapters, books, and monographs).

External Research Funding: Successful candidates will have demonstrated the potential for obtaining extramural research funding to support their long-term research agenda. Candidates' ability to obtain such funding is valued, whether it is obtained for individual work or by effective participation in a research team obtaining external funding. Evidence of this accomplishment is demonstrated by successfully obtaining extramural research funding or consistently submitting high-quality proposals that receive promising feedback from competitive extramural funding sources. It is acknowledged that some areas of research may require less funding; therefore the amount of a grant or the cumulative total of grants is less relevant than is its ability to support the candidate's planned program of research, the candidate's role in the funded grant, and GSSW research excellence aspirations.

Quantity of Peer-Reviewed Scholarship: The number of publications or equivalent scholarship of candidates for promotion is an important measure of professional growth and an indication of continuing scholarly activity. The quality of the scholarship and the quality of the outlets for communication are also significant. The quantity of publications provides a point of departure for assessment of the candidates' professional contribution and information that can help those outside the field to understand what is normative and what is a truly outstanding publication record. In the field of social work, most original research is published in peer-reviewed journal articles. Candidates should average publishing annually a minimum of two articles, or their equivalents, in peer-reviewed, professionally-relevant, significant journals. Applicants may request that the GSSW Promotion Committee consider documentation of a strong trajectory of research scholarship in lieu of the annual average minimum requirement of two articles or their equivalents. Publications are counted when they are accepted for publication.

The GSSW values meaningful collaborative research with colleagues and students in the school, in other disciplines in the university, and in other institutions. Shared authorship may provide evidence of the ability to include others in the research enterprise and thus expand the contribution to scholarship and the impact on the mission of the GSSW. Candidates should make clear the nature and extent of their contribution to such projects.

Peer review of scholarship: One characteristic of a scholarly work is its evaluation by members of the professional community qualified to judge the quality and value of the work. All scholarship must go through peer and/or editorial review. This requirement is easily assessed in articles placed in professional journals, books published by scholarly presses, editing of an issue of a journal, textbooks published by major publishing companies, and presentations made at professional conferences that use refereed selection processes. Other types of scholarly publications and presentations such as trade books, senior editorship of a journal or book, public communication, and

social scholarship that may not undergo a formal peer review process are more difficult to assess in terms of peer review. It is the responsibility of candidates to document how the value of these publications and presentations was vetted by colleagues with expertise in the area of scholarship addressed in the work.

External review of scholarly contribution: The GSSW values the evaluation of candidate credentials and contribution to social work research, education and practice by external reviewers appointed according to the guidelines and requirements promulgated in the University Promotion Procedures.

Indicators of impact: In addition to the fact of publication itself, indicators of impact on the profession are valued measures of scholarship. These may include invitational or peer-reviewed presentations, citations of the work by other scholars, the acceptance rate of the publication venue, reviews of publications by others, and awards for publications or contributions.

Impact is also indicated by the candidate's ability to obtain external funding for scholarship that, when possible, provides funding that supports colleague and student involvement in the knowledge development process. Effective participation is to be determined by an evaluation of the contribution of the candidate faculty member to the application process by other members of the research team. Candidates must provide this evidence of their contribution in their credentials document.

Evidence of scholarship is revealed not only by scholarly publications but also by presentations at national and regional conferences and workshops, visiting lectures and professorships, advisory panels, institutes, and electronic presentations that further disseminate research and theoretical development. In the case of presentations, these customarily should be developed into publications.

The research agenda: Candidates should show evidence of an ongoing, coherent, productive research agenda that is highly likely to continue making a significant contribution to our discipline and to the mission of the GSSW.

D. Excellence in Service

The mission of the GSSW calls for involvement of the candidate in service activities, whether or not that service always relates directly to the research agenda of the individual or the academic community. Candidates are expected to demonstrate leadership in significant service opportunities at one or more levels of community.

Participation in GSSW and university service: Candidates are expected to assume willingly their proportional, fair share of GSSW and university service and administrative tasks. Administrative tasks are especially heavy in professional degree programs such as those of the GSSW, with demanding

accrediting standards and close involvement with student internships and the community. Evidence of service includes:

- 1) Involvement in the infrastructure of social work education through sustained service and leadership on regional and national committees, commissions, or site visit teams, and in other roles of academic social work organizations;
- 2) Performance of a dean-appointed academic administration role;
- 3) Leadership roles on GSSW committees and consistent participation in GSSW faculty and other committee meetings;
- 4) Involvement as a mentor with colleagues;
- 5) Participation in GSSW events;
- 6) Engagement in substantive administrative tasks and the development of GSSW-related documents, including accreditation-related tasks; and
- 7) Fulfillment of student mentoring responsibilities in adherence to GSSW Guidelines.

Participation in a faith community: Because of the mission of the University and the GSSW, candidates are expected to demonstrate a sustained and active participation in a faith community; that activity might, for example, take the form of serving in various programs and on committees.

Participation in the profession and community: Candidates should engage in this form of service through paid and/or unpaid consultation with social service agencies, communities, congregations, or other organizations. They demonstrate leadership on national and/or community boards and committees, give speeches, and/or lead workshops. Opportunities for service may also arise through direct services to clients and supervision of students or practitioners. Candidates show evidence of service through leadership in organizations and networks concerned with social welfare and social work. Service includes public identification with or support of the profession of social work, reflected by membership and leadership in professional social work organizations, as well as editorial board or journal editor work.

E. Distinguished Contributions

Candidates must provide evidence of exemplary contributions in at least one of these three areas of excellence: research, teaching, and service. Promotion to the rank of Professor is recognition that the candidate demonstrates exceptional capacity to substantially impact the preparation of social work researchers and practitioners, the current state of translatable knowledge, and/or the efficacy of congregations, organizations, and policies on person and community thriving. All candidates must demonstrate sustained commitment to promoting diversity, equity, and social inclusion in all aspects of their work. The determination of meeting this standard for promotion will be based on the candidate's documentation and the judgment of the GSSW Promotion Committee and the Dean.

Examples of Distinguished Contributions include, but are not limited to: consistent publication in top-tier journals; authorship of a scholarly book with broad readership and published by a nationally recognized academic press; exceptional article analytics with a much-higher-than-the-baseline, outstanding number of citations by researchers; innovative instructional approaches utilized by peer social work programs; distinguished publication record of student research mentees; establishment of a research center or laboratory with sustained external funding and publications with faculty and student colleagues; administrative leadership; university recognition as a Distinguished or Master Teacher; board or executive leadership role in a national or international social work organization; and widespread adoption of an innovative intervention by an organization(s) or an innovative ministry program by congregations and/or religiously affiliated organizations.