

St. Bonaventure University
Department of Social Work
Guidelines For Tenure Review

The following criteria are put forth to meet the standards set out in Article IV, Paragraph B of the Faculty Status and Welfare Handbook. In addition, these criteria are specific to the area of Social Work and what constitutes “scholarship” within the academic discipline. For a tenure-track faculty member to be departmentally supported for Tenure and Promotion, the following guidelines must be met or exceeded standards in all three pillars.

Faculty will be assessed in each of the three areas using the Likert-scale below.

1- Exemplary 2- Exceeds Standards 3- Meets Standards 4- Needs Improvement

I. TEACHING

Teaching is the primary responsibility of faculty at St. Bonaventure University. Effectiveness in teaching necessitates the faculty member be knowledgeable of the material they are instructing on, are organized, clear in their communication and expectations, professional, fair, accessible, ethical, enthusiastic, use diverse pedagogical assessment procedures and clearly delineated grading practices, and use professional judgment.

Faculty are expected to remain knowledgeable of the profession and material they are teaching students. Being a *content expert* is critical to effective graduate course instruction and a quality MSW program. To maintain content expert status, faculty are expected to complete Continued Education courses, attend professional trainings, read relevant professional publications, consume multi-media sources, and be members of relevant professional organizations.

Faculty are expected to serve as MSW *course keepers*. As a course keeper, they are expected to engage in annual reviews of the course content, facilitate discussions with full and part-time faculty around the course (what worked, what did not work, ideas for revisions, etc.), and integrate feedback into any updates. In this role, they are expected to collaborate with KeyPath in integrating the decisions into the course shell and communicating those changes to course instructors. A high level of collegiality, inclusion, and organization is necessary.

As a *course instructor*, faculty are expected to create a safe learning environment that recognizes diverse learning styles and needs of students, is trauma-informed and is culturally sensitive. Faculty demonstrate knowledge of the material, strong pedagogical practices, and are available and responsive to students in a timely manner. As an asynchronous program, faculty are expected to use various technological resources to promote student engagement and learning.

II. SCHOLARSHIP

As a practice-based profession, Social Work has a long-standing history of embracing the multiple dimensions of “scholarship” engaged in by its members. This recognition and appreciation for the value of diverse scholarly pursuits, aligns with the Boyer Model of scholarship. Under the Boyer Model, faculty scholarship can fall within four areas: Discovery, Integration, Application, and Teaching. Note, faculty are not expected to engage in all four areas; this section seeks only to

articulate different forms of scholarship in order to guide faculty by outlining the possibilities. Publications and presentations from before a faculty member's time at St. Bonaventure are considered into tenure and promotion decision. There is an expectation of continued scholarly activity during the years leading up to the application for tenure and/or promotion.

Scholarship of Discovery refers to the traditional definition of scholarship: building knowledge through original research. Faculty are assessed based on the research studies they have designed and executed as either a principal investigator or co-investigator; grant applications (submission, award, amount, and source); professional publications (rigor of the journal for peer reviewed articles); publication of creative works (books, professional resources); and presentations (state, national, and international). Credible but unsuccessful manuscript submissions, conference proposals, and extramural funding do weigh in a faculty member's favor. Candidates for tenure and promotion are expected to provide evidence on a case-by-case basis for the notability of their publications, the journals in which they appear, and the conferences they present at. We ask candidates to distinguish between submitted and invited presentations. This form of scholarship is more heavily weighted for tenure track faculty.

Scholarship of Application represents an appreciation for, and value of, faculty putting their Social Work training, knowledge, skills, and values into practice in settings outside of academia. As a practice-based profession, most Social Work students will be completing the clinical MSW degree at St. Bonaventure to prepare for engagement in direct practice with client systems in diverse settings. This category of scholarship includes micro, mezzo, and macro level practice. Activities falling within this category include activities such as direct clinical practice (individual, family, and group therapy), psychoeducation, serving as a consultant to individuals and organizations working with populations and social welfare problems the Social Work profession is concerned with, advocacy efforts, community organizing, and leadership roles in government or community-based organizations.

Scholarship of Integration recognizes the importance of collaboration and sharing of knowledge across disciplines. Faculty are assessed on their efforts to engage in interdisciplinary collaboration and disseminate that information in a variety of modalities and settings. This integration extends beyond the professional realm, reaching into dissemination with the general public.

Scholarship of Teaching refers to scholarship that engages in the development of innovations in teaching methods and strategies to improve pedagogical practice in Social Work classes.

III. SERVICE

Service is an ethical standard and expectation in the Social Work profession, and one that the Social Work faculty member will be evaluated on. Service involves the faculty member applying their expertise and skills at St. Bonaventure, in their local community or state, and to the Social Work profession. Faculty are expected to perform service on behalf of students and to the university, the field, and the community—but not necessarily in equal levels. Examples of service to students include: advisement and mentorship to MSW students as described below, advising student organizations or extracurricular events, arranging for guest speakers, etc. Other kinds of service include volunteering for department or university committees, doing program assessment, providing peer-review for an academic journal or professional conference, mentoring of junior

faculty or service providers, clinical supervision, grant writing and/or research for community-based organizations, institutional or professional committee membership, administrative responsibilities, board member, or volunteer work. By and large, activities on behalf of students are weighted more heavily than activities on behalf of the department, which are weighted more heavily than activities on behalf of the university and the broader community. However, substantial contributions in less-heavily-weighted areas may factor more strongly than superficial contributions in more-heavily-weighted areas. Faculty seeking tenure and promotion are expected to represent the MSW program in a positive light to the University community and represent St. Bonaventure in a positive light to the outside world.

Student advisement is a key component of student development. The MSW program recognizes that the “becoming” process involves more than simply integrating the CSWE competencies into courses. The MSW student must develop a level of self-awareness and reflection that is not present in other graduate programs. They must develop the “soft” or interpersonal skills necessary to effectively engage with clients, collaborate with colleagues, and manage stressful workloads in layered, complex, and dynamic environments. A student’s faculty advisor is critical in ensuring students develop a professional identity that is congruent with the profession’s Code of Ethics. Faculty are assessed on the number of student advisees they have, their pedagogical approach to advisement, and efforts to improve advisement within themselves, the program, and the profession.