

**School of Social Work
RESEARCH EFFECTIVENESS**

Research effectiveness encompasses both interpretive and empirical analytic paradigms. Systematic inquiry reflects the equal valuing of both research paradigms and includes traditional research inquiry, clinical practice inquiry, historical and policy analyses, and systematic reviews of knowledge.

Subcategory	Instructor*	Assistant Professor	Associate Professor	Professor
General Statement	Facilitates community partnerships	Demonstrates research productivity and competence as evidenced by submission of scholarly articles and grant proposals	Demonstrates research competence within a specialized area of systematic inquiry as recognized within and beyond the institution and region	Demonstrates excellence in research activities as recognized within and beyond the institution and region
Focused scholarship	<ul style="list-style-type: none"> • Begins to develop a content area of expertise 	<ul style="list-style-type: none"> • Demonstrates development of a focused area of scholarship 	<ul style="list-style-type: none"> • Demonstrates productivity within a focused area of scholarship 	<ul style="list-style-type: none"> • Demonstrates excellence over time within a focused area of scholarship
Conduct of systematic inquiry	<ul style="list-style-type: none"> • Participates in instructional or field-based grant projects 	<ul style="list-style-type: none"> • Conducts systematic inquiry within specialized field • Demonstrates increasing competence in systematic inquiry • Articulates a clear plan for the continued development of scholarship 	<ul style="list-style-type: none"> • Demonstrates increasing creativity, insight, and sophistication in focused area of scholarship • Receives recognition within and beyond the institution (at the local and/or regional level) for systematic inquiry competence and contribution to the body of knowledge in the specialized field • Collaborates in interdisciplinary research 	<ul style="list-style-type: none"> • Receives recognition within and beyond the institution for excellence, creativity, and innovation in systematic inquiry • Receives recognition within and beyond the institution (at the national and/or international level) for substantial contributions to the body of knowledge in a selected field • Provides leadership in research
Research funding	<ul style="list-style-type: none"> • Participates with others in pursuing funding for training 	<ul style="list-style-type: none"> • Pursues or receives funding for systematic inquiry 	<ul style="list-style-type: none"> • Receives extramural funding for systematic inquiry within focused area 	<ul style="list-style-type: none"> • Demonstrates consistent record of funded systematic inquiry activities • Mentors junior faculty in the writing and submitting of grants for external funding.

Subcategory	Instructor*	Assistant Professor	Associate Professor	Professor
Dissemination of findings from systematic inquiry to diverse audiences	<ul style="list-style-type: none"> • Attends research-related professional conferences • Serves as an educated consumer of findings from systematic inquiry 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals, and presentations at local and/or regional meetings • Serves as a reviewer for professional journals • Disseminates findings from systematic inquiry to diverse audiences. 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals and presentations at regional and/or national meetings • Disseminates material analyzing the interrelationship among theory, research, and practice within specialty area • Serves as a reviewer or member of editorial board for scholarly journals • Disseminates findings from systematic inquiry to diverse audiences 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals and presentations at national and/or international meetings • Publishes papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues • Develops and demonstrates programs based on evidence based practice • Serves as an editor or member of editorial board for scholarly journals • Disseminates findings from systematic inquiry to diverse audiences
Activities in systematic inquiry	<ul style="list-style-type: none"> • Supports School of Social Work research activities 	<ul style="list-style-type: none"> • Supports social work research activities • Participates in scholarly inquiry activities of professional organizations • Serves on scholarly inquiry committees within the institution or for specialty organizations • Assists students in their systematic inquiry 	<ul style="list-style-type: none"> • Supports School of Social Work research activities • Provides local/regional scholarly inquiry consultation • Contributes to advancement of social work practice standards through participation in policy-making boards, commissions, or consensus panels • Contributes to social work theory development through publication and presentations • Demonstrates expertise in advising students in their systematic inquiry 	<ul style="list-style-type: none"> • Provides leadership in professional organizations whose primary focus is systematic inquiry • Provides consultation in areas of systematic inquiry nationally/internationally • Serves on or is an external reviewer for national review committees, boards or commissions • Receives recognition from within and beyond the institution for sustained leadership in developing systematic inquiry

				<p>excellence in self and others</p> <ul style="list-style-type: none"> • Receives recognition from former students as having influenced their subsequent performance and achievement in systematic inquiry • Mentors junior faculty in systematic inquiry
Evidence-based practice	<ul style="list-style-type: none"> • Utilizes research findings in teaching and clinical practice 	<ul style="list-style-type: none"> • Critically analyzes social work practice, issues, policies, and/or standards for the purpose of identifying trends, patterns, and new directions • Evaluates research findings for application in social work practice 	<ul style="list-style-type: none"> • Conducts evaluation studies of social work practice models • Contributes to evidence-based practice reviews and guideline development 	<ul style="list-style-type: none"> • Leads development of evidence-based practice guidelines • Establishes new directions for advancement of social work practice standards

* Instructors are typically NOT evaluated in the category of Research and Creative Activities due to their assignments.

Evaluation in the area of Research and Creative Activities will include a review of the scholarly activities and sponsored research (see above) that the faculty has undertaken in the academic year. The critical element of Research, for ranks of Assistant, Associate, and Full Professor, is the peer-reviewed, scholarly journal article. Typically, acceptance/publication of at least one article is required in order to receive an AS or above in research. Receiving a competitive grant may take the place of publication in a given year. The following schema provides more specific direction for evaluation of faculty in the area of Research.

In order to achieve an **“Outstanding”** evaluation in Research and Creative Activities, a faculty member must have an established research agenda and an article accepted or published in a peer-reviewed journal. In addition the faculty member must have at least three of the following:

1. a presentation accepted at a national/international conference
2. a book chapter accepted for publication
3. recipient of external funding*
4. evaluator for a local community partner/or develops assessment tool for community partner
5. editorial board
6. reviewer
7. book publication (published or in-press)**

*may count for 2-3 of above depending on the size and competitive nature of the award

**may count for 1,2 or 3 of above depending on the contribution to the text with edited books receiving the least weight

In order to achieve an **“Above Satisfactory”** evaluation in Research and Creative Activities, a faculty member must have a clear research agenda and an article accepted or published in a peer-reviewed journal. In addition the faculty member must have at least one of the following:

1. a presentation accepted at a national/international conference
2. a book chapter accepted for publication
3. recipient of external funding*
4. evaluator for a local community partner or develops assessment tool for community partner
5. editorial board
6. reviewer

7. book publication (published or in-press)**

*may count for 2-3 of above depending on the size and competitive nature of the award.

**may count for 1,2 or 3 of above depending on the nature of the text with contribution to edited books receiving the least weight

In order to achieve a “**Satisfactory**” evaluation in Research and Creative Activities, a faculty member must have a preliminary research agenda and an article in-progress. In addition the faculty member must have at least two of the following:

1. a presentation accepted at a national/international conference
2. a book chapter accepted for publication
3. recipient of external funding*
4. evaluator for a local community partner or develops assessment tool for community partner
5. editorial board
6. reviewer
7. book publication (in press or published)

*may count for 2-3 of above depending on the size and competitive nature of the award. A large, competitive grant award may take the place of an accepted journal article in a given year

A faculty member will receive a “**Conditional**” evaluation in Research and Creative Activities, if s/he has no research agenda but has completed at least two of the following:

1. an article in-progress
2. substantial work completed on a grant application
3. a presentation accepted at a national/international conference
4. a book chapter accepted for publication
5. evaluator for a local community partner
6. editorial board
7. reviewer

A Faculty member who does not complete the activities necessary for a “Conditional” evaluation will receive an “**Unsatisfactory**” rating in the area of Research and Creative Activities.

September 21, 2005