RESEARCH RELEASE PROGRAM

SCHOOL OF SOCIAL WORK CRITERIA

==**Revised by Dispute Resolution Panel April 2017**==

<u>Principles</u>

1. Procedure and criteria need to follow and be consistent with New Article 18.15.
2. Release program is meant to be inclusive and equitable, all eligible faculty with an active research program should expect to qualify for a release.
3. Criteria should be founded upon a broad comprehension of what a regular pattern of research/scholarly/creative activities entails.
4. Approved criteria are submitted to Dean for approval and follow Article 18.15 if disagreement arises. Members are entitled to appeal and/or grieve unit level research release decisions under new article 18.15.

<u>Criteria</u>

1. The School of Social Work's understanding of research activities and associated research release criteria reflect the value placed on community and community relations by the discipline of social work. As such, the following principles underpin the School's understanding of a regular pattern of research activity.
    i. Critical community-engaged scholarship and social policy scholarship is highly valued, as is theoretical scholarship that contributes to critical social work.
    ii. Collaborative, community-engaged research approaches and methodologies and other scholarly activities may be guided by a different philosophy of authorship or may not necessarily lend themselves to single authorship opportunities.
    iii. It would not be considered unusual for a faculty member who engages in critical community-engaged scholarship to have a research portfolio that balances publications directed at academic audiences (e.g., peer-reviewed books, academic journal articles) with other professional or creative activities (as described in iv below).
    iv. It is recognized that critical community-engaged scholarship may lead to dissemination initiatives or activities that are as equally important as peer-reviewed academic publication. These may include community-reviewed publications such as project and policy reports, community panels and/or forums, social action, and contributions to organization or association publications, etc. that are informed by community-engaged research. The significance of these dissemination initiatives or activities lies in their potential to impact practice and policy. As such, some faculty members may prioritize community-reviewed publications over peer-reviewed publications given a commitment to the communities with which they work, and the desire to have a more immediate impact on practices and policies. The value placed on these types of dissemination initiatives or activities, however, does not negate the value of or preclude peer-reviewed publications.

  v. Research activities associated with community-engaged scholarship may indicate involvement in community service external to the University such as active board membership, committees of social agencies, consultation to professional associations/agencies/community groups, building or strengthening community networks, and engaging communities in addressing community issues and in contributing to critical social work practice and knowledge. Community service may also include similar kinds of service at national and international levels.

  vi. Some critically-oriented research (e.g. philosophical or theoretical research, as well as some types of empirical research) may not require a research grant or funding mandates and/or funding conditions may impose limitations to critical inquiry, and therefore, may not be sought.

2. The School of Social Work understands that there is no 'ideal' profile of research activity given the critical and varied nature of our research activities and that for the integrity of our program reasonable variation and flexibility is recognized. As such, the School's research release criteria do not establish a minimum threshold for research activities in each indicator category outlined in the Collective Agreement, rather they establish a threshold based on a combination of activities across these indicator categories underscoring quality, significance, and impact over quantity of research-related outputs.

3. The School of Social Work understands that fluctuations in the cycle of research activities exists because of the critical nature of our research and the School's diverse range of research approaches (e.g., archival, historical, community-engaged) and publications (e.g., peer-reviewed journal articles, refereed books, refereed edited volumes, research reports) and associated differences in access to funding, community responsibilities, and timeframes from conceptualization to dissemination. We note that critical research often entails a longer gestation period. For example, it is not unreasonable to expect that critical archival and historical research may require several years to access relevant texts/documents, complete data collection and synthesis, and conduct rigorous analysis prior to the completion of dissemination initiatives (e.g., scholarly work). Similarly, community-engaged research requires sufficient time for building and strengthening relationships with communities, the collaborative determination of research question(s) and methodologies, and sustaining meaningful participation of community members throughout the research process including the completion of dissemination initiatives (e.g., scholarly work). For this reason, the School recognizes that 'producing' peer-reviewed publications informed by community-engaged scholarship may take longer than normally expected.

For the reasons cited above, the School's research release criteria gives equal weight to all years of the three-year period of assessment and equal weight to research activities identified below and mapped on indicator categories i-iv in Table 1.

A regular pattern of research/scholarly/creative activities ('research active') is evidenced by a combination of a minimum of three (3) research activities from the list below over the three (3) years preceding the application:

a. Peer-reviewed publications such as books or articles in academic journals; sole- or co-edited collections or journal issues including material submitted or forthcoming. Other scholarly creative work (e.g., films, performances, scripts, works of art).
b. Community-engaged scholarship and dissemination projects as defined in iv above.
c. Papers or presentations at refereed academic conferences. Presentation of invited or plenary papers at learned conferences; presentations of papers at learned conferences. Serving as a panel discussant at scholarly conferences.
d. Substantial role in editing or reviewing refereed scholarly journals. Peer-reviews of manuscripts submitted to academic journals.
e. Works in progress related to research activities outlined in (a) (e.g., preparation of manuscript for peer-reviewed publication and manuscript and/or edited collection; research related to future manuscripts).
f. Published or unpublished research reports, articles in news magazines or newspapers in print and electronic media.
g. External grants or other funding applied for and/or received.
h. Organizing panels at scholarly conferences or substantial role in organizing conferences. Organization of research workshops, seminars, and community forums. Community-involved activities that are expected to result in publications or contributions, research reports.
i. Primary graduate supervision in the year that students' graduate or disproportionate graduate supervision load. However, in any given year, supervision alone cannot result in a release.

Normally, at least one of these three indicators will be one of the activities listed in points a, b, or g; if not, an application must include for consideration an explanation as to why the applicant believes the release is nevertheless justified.