

# Department of Social Work

## Departmental Guidelines for Tenure, Promotion and Post-Tenure Review for AY 2015-2016

### Tenure and Promotion to Associate Professor

The tenure candidate should write a narrative that clearly explains their role as a faculty member. Although listed as 3 separate areas of evaluation, teaching, scholarly activities and service often interact and integrate within a faculty member's responsibilities. When possible, this interplay should be discussed in the portfolio narrative along with how the faculty member has grown through their probationary period.

#### Evaluation Standards For Teaching

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

#### Guideline To Achieve Tenure

In their narrative, the tenure candidate must explain their approach to teaching from among the following aspects of teaching: 1. How they integrate their scholarly activities and knowledge into their teaching, 2. Design their courses and 3. Deliver material to facilitate student learning and 4. Use assessment results to improve their courses. The faculty member also discusses student advising, linking it with their courses, scholarly activities and professional service, as appropriate. The tenure candidate should reflect on their growth in teaching through the probationary period.

The faculty member has SRI's using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation is also required for evaluation for tenure. Excellence in teaching is a necessary but not sufficient qualification for the award of tenure.

<b><u>Needs Improvement</u></b>	No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate neither
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This rating simply

<p>means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>student learning nor use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course consistent with the Department’s and University’s expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRI’s or the pattern of SRI’s remains substantially below the prefix average. Faculty lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning.</p> <p>Faculty member does not consistently maintain 5 hours per week of physical and/or virtual office hours and makes multiple mistakes when advising students.</p>
<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the tenure candidate uses student-learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the tenure candidate designed their course in accordance with the official course syllabus meeting, departmental and college expectations including the writing and student learning outcome expectations. Assessment of general studies courses comply with departmental and college requirements. SRI’s are compared to same level courses (lower or upper division) within the prefix. Tenure candidate’s SRI’s are consistently near (within .15 for face to face and .25 for online/hybrid; when there is at least a 50% response rate) or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning. Faculty member thoroughly and accurately advises students, using professional knowledge and contacts when possible.</p>

## Scholarly Activities

Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles.

### Guideline To Achieve Tenure

Tenure candidate must demonstrate in their narrative and annotated resume that they have made one or more major contributions to their discipline that have been peer reviewed or accepted by a jury.

<p><b><u>Needs Improvement</u></b></p> <p>This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>During the probationary period, the faculty member does not produce work that is accepted through peer reviewed or juried review at a local, regional, national or international level</p>
<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>During their probationary period the tenure candidate has had at least one disciplinary or pedagogical or creative work accepted in a peer-review publication or the disciplinary equivalent. Additionally, they have had multiple presentations of their scholarly or creative works accepted after review for presentation at professional meetings.</p>

## Service

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the program, department, school, or college level. Beyond the institution, faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, nonprofit organizations, or government agencies.

### Guidelines To Achieve Tenure

Tenure candidate must demonstrate in their narrative that they have participated in shared governance in the department and the University, and used their disciplinary or

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professional expertise to make an unpaid contribution to their professional organizations or the community outside of the University.

<p><b><u>Needs Improvement</u></b></p> <p>This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>Has not made ongoing significant contributions through service on Departmental Committees, University committees and/or has not served outside professional or community organizations.</p>
<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>The tenure candidate must demonstrate significant contributions to shared governance in the Department, University or within their disciplinary organization or contributions using their disciplinary expertise to the community outside of the college. These contributions must be ongoing and make a significant difference. These contributions often, but not exclusively, take the form of significant committee work.</p>

### **Post Tenure Review**

*Post Tenure Review:* Affords faculty members and their supervisors with periodic opportunities to assess the faculty member’s performance and shall be conducted for two primary reasons:

1. To offer tangible recognition to those faculty members who have demonstrated high or improved performance, and
2. To assist tenured faculty members to improve performance if necessary by providing formative feedback.

Definition: post-tenure review is a comprehensive evaluation of the performance of tenured faculty, conducted on a five-year cycle under a comprehensive development plan. The examination must include consideration of faculty activities and performance in light of University/Department/Program goals, and priorities which are reflective of trustee and institutional goals and priorities, as well as peer, student and supervisor evaluations, and must evaluate the following aspects of a faculty member’s performance: (a) teaching/effectiveness in promoting student learning; (b) scholarly activity (research and scholarly activity, which enhances teaching and is consistent with the institution’s role and mission); (c) contributions made by the faculty member in the area of service to the institution and the community; and (d) other activities if appropriate to his/her academic discipline and/or professional assignments. Progress toward the goals and objectives established by the comprehensive development plan will be evaluated using the criteria set

forth in subsection 4 of the handbook for professional personnel and the following standards, which are the approved departmental guidelines.

When application of these criteria and guidelines to the comprehensive record results in a “meets standards” rating for each performance area, the faculty member will be deemed satisfactory for post-tenure review. When application of these criteria and guidelines to the comprehensive record results a “needs improvement” in one or more areas the faculty member will be deemed unsatisfactory for post-tenure review and a developmental remediation plan will be developed. Two or more successive unsatisfactory post-tenure reviews may result in removal of rank and tenure from the faculty member.

The post tenure review self evaluation may be presented as a narrative (not to exceed 6 pages, a table, or as a combination of the two.

The criteria for evaluation are the same as those articulated in the tenure guidelines.

### **Promotion to Full Professor**

The candidate for promotion should write a narrative that clearly explains their role as a faculty member. Although listed as 3 separate areas of evaluation, teaching, scholarly activities and service often interact and integrate within a faculty member’s responsibilities. When possible, this interplay should be discussed in the portfolio narrative along with how the faculty member has grown through the period since they were tenured.

The criteria for evaluation are the same as those articulated in the tenure guidelines, however the committee may apply more ridged interpretation of the meaning of the term “significant” in the area of scholarly activities and service.

## **Department of Social Work**

### **Departmental Guidelines for Retention of Category II Faculty AY 2015-2016**

#### **Evaluation of Category II Faculty**

Category II faculty are evaluated annually for reappointment. The following criteria is used to assess the quality of teaching.

#### **Evaluation Standards For Teaching**

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

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Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

**Guideline To Achieve Reappointment**

In their narrative, faculty must explain their approach to teaching from among the following aspects of teaching: 1. How they integrate their professional competency and/or scholarly activity and knowledge into their teaching, 2. Design their courses and 3. Deliver material to facilitate student learning and 4. Use assessment results to improve their courses. Category II faculty should reflect on their growth in teaching through the pervious year.

The faculty member has SRI’s using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation is also required for evaluation for reappointment. For online courses the evaluation should look primarily at the discussion, announcement and timeliness of feedback and grading). Excellence in teaching is a necessary qualification for reappointment.

<p><b><u>Needs Improvement</u></b></p> <p>This rating simply means the faculty member has not accomplished all of the necessary activities to attain the “Meets Standards” rating.</p>	<p>No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate neither student learning nor use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course consistent with the Department’s and University’s expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRI’s or the pattern of SRI’s remains substantially below the prefix average. Faculty lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning.</p> <p>Faculty member does not consistently maintain 5 hours per week of physical and/or virtual office hours.</p>
<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for</p>	<p>Each course is kept current through review of instructional resources and the regular addition of new materials, as appropriate. Narrative describes how courses are designed and delivered using multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty member uses student-learning objectives/outcomes to facilitate student learning and assessment.</p>

<p>a faculty member.</p>	<p>Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any general studies courses taught, the faculty designed their course in accordance with the official course syllabus meeting, departmental and college expectations including the writing and student learning outcome expectations. Assessment of general studies courses comply with departmental and college requirements.</p> <p>Faculty conducts their courses in accordance with the basic expectations of all faculty in classroom and virtual courses as articulated in <b>Department of Social Work Basic Expectations for Category I &amp; II Faculty and Minimum Department of Social Work Basic Expectations for Online instruction for All Faculty (Category I, II &amp; III).</b></p> <p>SRI's are compared to same level courses (lower or upper division) within the prefix. Category II faculty SRI's are consistently near (within .15 for face to face and .25 for online/hybrid; when there is at least a 50% response rate) or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning.</p>
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Role of Reduced Teaching Load in Evaluation for Reappointment: While a reduced teaching load is evaluated separately and decisions on additional reduced teaching will be based on this evaluation. The Chair may consider the evaluation of reduced teaching load as one factor in consort with the evaluation of teaching with regards to reappointment. A needs improvement in a reduced teaching load alone would not be grounds for not reappointing a faculty member. However, needing improvement in both teaching and a reduced teaching load could be considered reasonable for non-reappointment.

# Department of Social Work

## Departmental Guidelines for Retention of Category III Faculty AY 2015-2016

### Evaluation of Category III Faculty

Category III faculty are evaluated each semester for reappointment. The following criteria are used to assess the quality of teaching.

#### Evaluation Standards For Teaching

Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post baccalaureate careers or further educational opportunities.

Effective teachers display knowledge of their subject matters in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

#### Guideline To Achieve Reappointment

The faculty member has SRI's using the approved form for all academic year classes with 5 or more students or when less than 5 students, they are evaluated according to departmental guidelines. A single summative peer observation conducted by the Lead faculty for the course is also required for evaluation for reappointment. Excellence in teaching is a necessary qualification for reappointment.

The Lead Faculty will base the evaluation on course observation. For online courses the evaluation should look primarily at the discussion, announcement and timeliness of feedback and grading. For face to face courses the actual interaction and teaching of the students in the classroom in addition to feedback to students and grading should be considered.

#### Needs Improvement

This rating simply means the faculty member has not accomplished all of the necessary activities to attain the

No demonstration that courses are regularly updated with new information, as consistent with the discipline. Little attention is given to instructional design and delivery to facilitate neither student learning nor use of assessment to improve the course. If teaching general studies courses, faculty member has not designed the course consistent with the Department's and University's expectations or has not done the assessment required by the general studies program. Classes are not evaluated using SRI's or the



<p>“Meets Standards” rating.</p>	<p>pattern of SRI’s remains substantially below the prefix average. Faculty lacks summative peer observation or the observation does not demonstrate sound pedagogy to support student learning.</p>
<p><b><u>Meets Standards</u></b></p> <p>This performance level demonstrates the minimum required accomplishments for a faculty member.</p>	<p>Faculty member updates and personalized instructional resources and materials provided by the Lead faculty and regularly adds new materials, as appropriate. The faculty member uses multiple approaches to facilitate student learning. Expectations for student learning and performance are clearly communicated in syllabi and the faculty uses student-learning objectives/outcomes to facilitate student learning and assessment. Faculty member uses professional expertise along with course and/or program assessment results to improve courses. For any courses taught, the faculty conducts their course in accordance with the official course syllabus meeting, departmental and college expectations including the writing and student learning outcome expectations.</p> <p>Faculty conducts their courses in accordance with the basic expectations of all faculty in classroom and virtual courses as articulated in <b>Department of Social Work Basic Expectations for Category III Faculty (affiliate) and Minimum Department of Social Work Basic Expectations for Online instruction for All Faculty (Category I, II &amp; III).</b></p> <p>SRI’s are compared to same level courses (lower or upper division) within the prefix. Category II faculty SRI’s are consistently near (within .15 for face to face and .25 for online/hybrid; when there is at least a 50% response rate) or above the prefix average for same level course. If below this, they have shown a trend of improvement toward the prefix average for same level courses and the narrative addresses work toward improving student ratings of instruction through shifting instructional content and/or design and/or delivery and incorporating feedback from student commentary. Summative peer observation addresses strong pedagogy to facilitate student learning.</p>