

**School of Social Work
Illinois State University
SCHOOL FACULTY STATUS COMMITTEE GUIDELINES**

The School of Social Work follows the policies established in Illinois State University's Faculty, Appointment, Salary, Promotion and Tenure Policies (ASPT) and the College of Arts and Sciences Faculty Status Committee ASPT standards. This document reflects additional guidelines specific to the School of Social Work and is written within the spirit of Educating Illinois, the School's mission, and the School's faculty promotion profiles for scholarship, teaching, and service.

I. MEMBERSHIP OF THE SFSC

The SFSC is comprised of four (4) elected faculty whose locus of tenure is within the School of Social Work (excluding the Chair, i.e., the Director of the School). The Director of the School is an ex-officio voting member and chairs the committee. The majority will be tenured faculty. All members, excluding the Chair, serve for two-year, staggered terms.

A. Electing Members for the SFSC:

1. A call for nominations for election to SFSC membership will be made by the Director of the School of Social Work during the first week of March by e-mail for terms to begin August 15 of the same calendar year.
2. Nominations, including self-nominations, should be submitted to the Director by e-mail by March 21.
3. Elections will be conducted by written ballot distributed by e-mail.
4. Faculty members on leave due to sabbaticals, paid leaves, or grants shall retain voting privileges. They may vote by absentee ballot or by proxy.
5. The faculty member serving as the School's Election Coordinator (appointed by the Director) shall prepare and distribute the ballot by April 1, collect and tally the votes, and announce the results by e-mail by May 1.
6. If no candidate receives a majority of the votes for an SFSC term, a runoff election will be conducted during April between the two candidates who received the highest number of votes.
7. An un-expired term of an SFSC member will be filled by a special an election scheduled outside the normal election cycle, if the resignation occurs more than 30 days prior to the next regularly scheduled election. This specially scheduled election will follow the same procedures as a regularly scheduled election. The person elected will serve for the remainder of the uncompleted term.
8. A faculty member on leave from the University may elect to serve or to be replaced pro tem by election of the faculty.
9. An untenured faculty member shall not be elected to a term that coincides with the year in which the SFSC is considering the individual for tenure. Similarly, a tenured faculty member who is being considered for promotion shall not be elected to a term that coincides with the year in which the SFSC is considering the individual for promotion.

II. REVIEW OF ASPT POLICY

Annually by March 31, the SFSC will review these School policies and procedures based on that academic year's work and any informal faculty input, in order to identify areas that may need updating, either immediately or at the next five-year review. At least every five years, the SFSC shall formally invite input from the School faculty at the March School meeting regarding recommended revisions to these School policies and procedures, including recommended updates to areas of policy that should reflect innovations, cutting-edge types of productivity, and changes in scholarly/creative/pedagogical topic areas and 16 methods. Based on this input, the SFSC shall present to the faculty the revisions that it endorses. Following discussion and possible amendments, the School faculty will vote upon the proposed revisions as per V.B.

III. SEARCH COMMITTEE AND APPOINTMENT PROCEDURES

An ad hoc search committee will be convened in any year that the School of Social Work receives approval to fill one or more faculty positions. The committee will be composed of a minimum of three (3) faculty. The School Director will serve as chair of the committee and be a non-voting member.

The School Director will call for nominations among the faculty. Once nominations are received, elections will be conducted by written ballot distributed by e-mail. Faculty members on leave due to sabbaticals, paid leaves, or grants shall retain voting privileges. They may vote by absentee ballot or by proxy. Ballots will be printed off by faculty and submitted to the locked ballot box in the lead staff office.

The faculty and the Director will jointly determine the required and preferred qualifications for the position(s) to be filled. The Director will advertise the position(s). The committee will review all applications including reference checks and report the characteristics of the pool to the faculty and will recommend a short list of candidates to come to campus who meet the advertised qualifications. Upon approval from the Dean of the College of Arts and Sciences, the Director will invite the candidates to campus. The committee and the Director will plan the candidates' visits. All faculty and staff will have an opportunity to review the candidates' credentials and meet with candidates.

Following the visits of all candidates, the Search Committee will present the results of its rank ordering in writing to the SFSC Committee and the Director. The SFSC will either endorse the Search Committee's ranking or determine its own ranking. The SFSC will then submit its endorsement or its ranking in writing to the Director. The Director will then convene a meeting of the School Committee of the Whole in which the rankings of the candidates from the Search Committee and SFSC will be discussed. The tenure track faculty members will then vote on their recommendation. The Director will then forward the recommendations to the Dean and follow the appropriate hiring policies of the University.

IV. ANNUAL ASSIGNMENT LETTERS

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Faculty members will receive written annual assignment letters from the Director of the School in May of each year for the following academic year. Each letter specifies the faculty member's teaching assignment for the upcoming academic year. The appointment letters will also state that faculty members are expected to contribute to internal service to the School of Social Work.

Although the university expects high quality performance in the three categories of achievement: teaching, scholarship, and service (Faculty ASPT Policies VII. A, Effective January 2017), a faculty member may be released from performance expectations in one or more categories for a major administrative assignment, leave, or buy-out from a grant or contract.

V. MID-PROBATIONARY REVIEW

Each candidate for promotion and tenure will undergo a mid-probationary review conducted by the School Faculty Status Committee in the second semester of the candidate's third year in order to assess the candidate's progress toward tenure and promotion. The mid-probationary review materials should be prepared using the College of Arts and Sciences Tenure and Promotion Application with the exception of the "Summary of Quantitative Responses" table included in the section on Student Evaluation of Teaching. The mid-probationary review also should include narrative summaries of scholarship and service in addition to the narrative summary of teaching. In the event that a faculty member has been awarded credit toward tenure upon hire, the mid-probationary review will occur at the mid-point between hire and tenure.

The completed Application should be accompanied by current curriculum vitae, copies of the prior years' annual evaluation letters, and supporting documentation of reported activities including student evaluations of teaching. The SFSC's summary evaluation will be forwarded to the College of Arts and Sciences.

VI. EVALUATIVE CRITERIA FOR TENURE AND PROMOTION

In addition to the evaluative criteria described in Illinois State University's Faculty, Appointment, Salary, Promotion and Tenure Policies pamphlet effective January 1, 2017, below is a brief outline of scholarship, teaching, and service principles and activities particularly valued by the School at the Assistant Professor, Associate Professor, and Professor ranks. Faculty members' teaching, scholarship, and service performance is expected to evolve over the course of their academic careers.

"The attainment of successively higher academic ranks at Illinois State University marks professional growth and the achievement of status within a discipline. Further, such status is generally expected to be demonstrated by a sustained record of professional competence." (Faculty ASPT Policies VIII.A, Effective January 1, 2017.)

A. PRINCIPLES AND SCOPE OF TEACHING

- High quality teaching performance consistent with the School's mission statement and philosophy.
- Service-learning projects that connect theory to practice.

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- Teaching innovations that further student and/or professional learning and/or enhance teaching competence.
- Interdisciplinary teaching.
- Professional continuing education, including in-service training, conference presentations, and workshops.

1. Teaching Activities

The School of Social Work fully recognizes and supports all guidelines and criteria used for evaluation of teaching listed in Appendix 2 beginning on page 60 in the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017.

a. Appointment as Assistant Professor

Assistant Professors are expected, upon appointment, to engage in developing their skills as teachers. They are expected to be sensitive to students' learning needs and to enhance their teaching by, for example, attending teaching workshops and lectures, gathering relevant course outlines, talking with colleagues, visiting other professors' classes, and reading relevant materials. An Assistant Professor's teaching record should show annual progress during the probationary period toward the high quality teaching skills necessary for tenure and promotion to Associate Professor.

b. Tenure and Promotion from Assistant Professor to Associate Professor

For tenure and promotion to Associate Professor, faculty members must provide evidence of high quality teaching that effectively communicates relevant knowledge and provides high quality educational experiences for students. Evidence must be presented in a teaching portfolio that includes "a summary of student teaching evaluation results placed in the context of [School] norms, a summary of the results of a second [School-] determined method of evaluating teaching, and examples of course material. The portfolio also may include a reflective statement of teaching philosophy and evidence of student learning based upon the candidate's work," (College of Arts and Sciences ASPT Standards, 2014). The School has determined that any of the "Factors Used for Evaluation of Teaching" (ASPT Policies, Appendix 2) may serve as the second method of evaluation. Additional evidence of high quality teaching may include: evaluations of workshops and in-service training, curricula, outcomes of collaborative/interdisciplinary teaching projects, mentoring other faculty, and supervision of practicing professionals.

c. Promotion from Associate Professor to Professor

For promotion to Professor, faculty members must provide evidence of teaching skills for engaging and stimulating student learning. Evidence of high quality performance must be presented in a teaching portfolio that includes "a summary of student teaching evaluation results placed in the context of [School] norms, a summary of the results of a second [School-] determined method of evaluating teaching, and examples of course material. The portfolio also may include a reflective statement of teaching philosophy and evidence of student learning based upon the candidate's work," (College of Arts and Sciences ASPT Standards, 2014). Additional evidence of high quality teaching may include: evaluations of workshops and in-service training, curricula, collaborative/interdisciplinary teaching projects, mentoring other faculty, and supervision of practicing professionals.

B. PRINCIPLES AND SCOPE OF SCHOLARSHIP

- Scholarship consistent with the School's mission statement and philosophy.
- Evidence of progress on a scholarship agenda.
- Collaborative research projects and activities within the profession and across disciplines.
- Applied and conceptual research projects and their dissemination.
- Scholarship that furthers the local, national, and/or international concerns of the social work profession and the social welfare system.
- Scholarly and creative efforts that engage students.

1. Scholarship Activities

The School of Social Work fully recognizes and supports all of the guidelines and criteria for evaluation of scholarship listed in Appendix 2 beginning on page 60 in the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017.

a. Appointment as Assistant Professor

Assistant Professors are expected, upon appointment, to engage in scholarship. Examples include: submitting grant proposals, submitting manuscripts for publications, submitting proposals for presentations, and developing a research agenda. An Assistant Professor's scholarship should show annual progress during the probationary period toward the high quality scholarship necessary for tenure and promotion to Associate Professor.

b. Tenure and Promotion from Assistant Professor to Associate Professor

For tenure and promotion to Associate Professor, faculty members must provide evidence of high quality scholarship. Evidence must include peer-reviewed publications. Evidence also may include, but is not limited to, external grant awards and contracts, conference presentations, invited addresses and manuscripts, external review by experts in the field, editorial responsibilities, awards and honors.

c. Promotion from Associate Professor to Professor

For promotion to Professor, faculty members must provide evidence of high quality scholarship and recognized stature in the field and profession, attested to by regional and national accomplishments. Evidence must include peer-reviewed publications. Evidence also may include, but is not limited to, external grant awards and contracts, conference presentations, invited addresses or manuscripts, external review by experts in the field, editorial responsibilities, awards and honors.

C. PRINCIPLES AND SCOPE OF SERVICE

- Service to the School, College, University, social work profession, and community consistent with the School's mission statement and philosophy.
- Service that furthers the local, national, and/or international concerns of the social work profession and the social welfare system.
- Engaging students in non-credit service activities.

1. Service Activities

The School of Social Work fully recognizes and supports all of the guidelines and criteria for evaluation of service listed in Appendix 2 beginning on page 63 in the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017. We also recognize the following additional service activities:

- Giving media interviews and public lectures.
- Testifying as an expert witness in court.
- Writing for lay audiences on subjects related to the profession.
- Pro bono supervision, consultation, or clinical practice.
- Advocacy, lobbying, and social action.
- Providing continuing education.

a. Appointment as Assistant Professor

Assistant Professors are expected, upon appointment, to engage in making service contributions. They pursue a line of service activities valuable to the School, College, University, and the social work profession. Evidence of service contributions may include: submitting grants for service projects, writing grants for agencies, appointments to committees and boards, administrative assignments, planning conferences, holding office in professional organizations, and consultation to agencies and organizations. An Assistant Professor's service record should show progress during the probationary period toward the high quality, consequential service contributions necessary for tenure and promotion to Associate Professor.

b. Tenure and Promotion from Assistant Professor to Associate Professor

For tenure and promotion to Associate Professor, faculty members must provide evidence of high quality, consequential service contributions. Evidence may include: receiving external grants for service projects, writing grants for agencies, appointments to committees and boards, administrative assignments, planning conferences, holding office in professional organizations, and consultation to agencies and organizations.

c. Promotion from Associate Professor to Professor

For promotion to Professor, faculty members must provide evidence of high quality, consequential service contributions. Evidence may include: leadership positions within the School, University, profession, or local community, receiving external grants or contracts for service projects, securing grants for agencies or organizations, service awards, and serving on regional and national boards.

D. EXTERNAL REVIEW

Each candidate for promotion or tenure shall have her/his scholarship evaluated by at least three scholars but not more than six, in the candidate's scholarly area. The following process shall be used in securing external reviews:

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1. By May 1 of the calendar year in which the candidate will apply for tenure/promotion, the candidate will provide the School Director with a list of 6 potential reviewers, along with a brief description of the scholars' qualifications.
2. Reviewers shall be established scholars in the scholarship/research area(s) of the candidate.
3. Reviewers should not be current colleagues and should not have been co-authors nor have a personal affiliation with the candidate. If a reviewer believes there is a possibility of a potential conflict, this should be addressed in their letter.
4. The Director shall contact scholars to seek agreement to serve as reviewers.
5. By July 1 of the year that the candidate will apply for tenure and/or promotion, the candidate will submit all scholarship material to the Director to distribute to reviewers.
6. The Director will send to each reviewer, a packet containing the scholarly work of the candidate, the School, College, and University mission statements, the School ASPT policy, a written description of the candidate's assignment of efforts and activities, and a waiver form that allows the candidate to view the letter. The Director will provide due diligence to explain the use of a waiver to reviewers.
7. Reviewers will be asked to write a letter responding to the following:
 - a. Quality of the scholarship
 - b. Contributions of the scholarship to the discipline
 - c. Scholarly productivity compared to other scholars at this level of professional development at similar points in their careers.
8. Reviewers will be asked to submit their comments no later than September 30 of the year of the candidate's tenure/promotion review.
9. Written evaluations that include a signed waiver from external evaluators shall be available to the SFSC, the CFSC, FRC, Provost and President as part of the deliberations on promotion and tenure. Written evaluations without a signed waiver will not be used for tenure and promotion decisions.

VII. ANNUAL PERFORMANCE EVALUATIONS

Faculty members are evaluated annually on their performance over the past year in teaching, scholarship, and service as specified in the annual assignment letter. Annual performance evaluations are based on the faculty member's annual brief narrative report of the three areas of scholarship, teaching and service, a curriculum vitae, and the faculty productivity report. Faculty should be prepared to provide supporting documentation if the SFSC has questions. A faculty member may elect not to be evaluated in categories where he or she has no assigned responsibilities. Faculty members may choose to meet with academic colleagues, including members of the SFSC, to prepare for their annual performance evaluations.

A. EVALUATION PROCESS

The SFSC will annually evaluate the evidence of scholarship, teaching, and service performance submitted by each faculty member, including the explanatory narrative, the current curriculum vitae, and supporting documentation of reported activities. Faculty members receive performance ratings of “exceptionally meritorious”, “highly meritorious”, “meritorious” or “not meritorious” in each category of teaching, scholarship, and service. A rating of “not meritorious” indicates failure to meet the expectations of satisfactory performance in that area. Consistent with the University ASPT policy, the faculty member will also receive an overall rating of “satisfactory” or “unsatisfactory” that reflects the evaluation of the entire corpus of work for that year. An overall rating of “unsatisfactory” will be given if the faculty member receives a performance rating of “not meritorious” in two or all three areas of evaluation.

1. See Appendix A: Guidelines for the Evaluation of Performance in the School of Social Work for examples of activities that warrant the ratings for the three areas of teaching, scholarship, and service.
- **Teaching Activities.** Satisfactory teaching performance is demonstrated through active involvement in furthering the learning of students and social work practitioners. Factors used to evaluate satisfactory teaching are listed in Appendix 2 beginning on page 60 in the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017.
 - **Scholarship Activities.** Satisfactory performance of scholarship is demonstrated through active involvement in the production and dissemination of knowledge. Factors used to evaluate meritorious scholarly productivity are listed in Appendix 2 beginning on page 62 of the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017.
 - **Service Activities.** Satisfactory performance of service is demonstrated through active involvement in contributions to and leadership in the University, profession, and community. Factors used to evaluate meritorious service are listed in Appendix 2 beginning on page 63 of the ISU pamphlet titled, Faculty Appointment, Salary, Promotion, and Tenure Policies, Effective January 1, 2017.

2. Faculty Curriculum Vitae

Each faculty member annually submits current curriculum vitae that are consistent with the documents submitted for performance evaluation.

3. Other Supporting Documentation

Other information and documents may be submitted at the request of the SFSC to substantiate a faculty’s accomplishments in any category of achievement.

4. Late Submissions

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Normally, the SFSC will not review documentation that is received after the official due date, following the ASPT calendar (Faculty ASPT Policies, Appendix 1).

5. Conflict of Interest Statement

Each SFSC member will leave the meeting when his or her evaluation is being discussed. Also, when the SFSC is reviewing a faculty member that a SFSC member may have a conflict of interest e.g. a partner, the SFSC member will leave the meeting and not participate in the consideration of the evaluation for this person.

B. ANNUAL EVALUATION LETTERS

Each faculty member will receive a letter from the SFSC reporting the committee's evaluation of his or her annual performance in the three areas of teaching, scholarship, and service as well as an overall comprehensive assessment of performance as either satisfactory or unsatisfactory. For probationary faculty, the annual letter will include an assessment of the faculty member's progress toward tenure and/or promotion. If tenured faculty would like to request an assessment of progress toward promotion, they may voluntarily submit their dossiers for a cumulative post-tenure review during the annual reporting cycle. This assessment does not assure the granting of promotion and/or tenure, but it may be used as a guide.

VIII. POST-TENURE REVIEW

In compliance with University ASPT Policy V.C.2.c., a post-tenure review shall be conducted for each tenured member.

1. Normally, the required post-tenure review will be satisfied with the annual faculty productivity review process.
2. In the event a faculty member receives an overall rating of "Unsatisfactory" in their annual review in any two out of three years, that faculty member must undergo an additional cumulative post-tenure review. The cumulative post-tenure review will be conducted in compliance with University ASPT Policy X.

IX. SALARY POLICIES AND PROCEDURES

The SFSC will conduct an annual salary review each year following its performance evaluation of faculty members. The annual salary review will be directed toward ensuring that faculty salaries are consistent with performance and contributions to the School in both the short and long term and are equitable. Faculty members are ineligible to receive raise increments if they receive an "unsatisfactory" performance evaluation in two or more of the categories of achievement (scholarship, teaching, and service).

In accord with ISU ASPT policies, the University reserves some of the raise pool (no more than 10%) for administrative adjustments, including promotions. Twenty percent (20%) of the

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School's allotment is computed by the Provost's Office to be distributed as a standard increment to each raise-eligible faculty (Faculty ASPT Policies XII.A.2, Effective January 1, 2017).

The remaining 80% of funds allocated to the School will be used for performance-evaluated salary increments to recognize first, the meritorious performance of all raise-eligible faculty and second, exemplary performance in the current evaluation year, longer-term contributions, and inequity in salaries (for example, from salary compression). It is anticipated that the percentage and dollar amount of raises will differ across faculty. Raise eligible faculty members must have received a "meritorious" or better performance rating in two or more categories of achievement.

The Director of the School will present to the SFSC recommendations for the distribution of salary increases, including performance-evaluated salary increments and any equity adjustments. The SFSC is responsible for providing consultation to the Director and for final approval of the salary recommendations.

Each SFSC member will leave the meeting when his or her salary raise is being discussed. Also, when the SFSC is reviewing a faculty member that a SFSC member may have a conflict of interest e.g. a partner, the SFSC member will leave the meeting and not participate in the consideration of the raise for this person.

Faculty members who "believe that the SFSC did not fairly recognize their contributions in the salary review process may petition the dean who may use administrative increment funds to address such inequities" (College of Arts and Sciences ASPT Standards, 2014).

X. DISCIPLINARY POLICIES AND PROCEDURES

The School of Social Work will follow the procedures specified within University ASPT policies (see articles XII-XV).

Appendix A
Guidelines for the Evaluation of Performance
In the School of Social Work

The School of Social Work has four (4) categories in which to evaluate faculty performance. They are:

- Exceptionally Meritorious
- Highly Meritorious
- Meritorious
- Not meritorious

Examples of what may constitute performance in the above categories in a given year for each area of performance (teaching, research and scholarship, and service) are delineated below. Faculty members are expected to provide documentation of their reported performance in each category if requested by the SFSC. If a faculty member believes their performance should be rated in a higher category than is designated in the following guidelines, it is the responsibility of that faculty person to provide such evidence for evaluation. Further, the faculty person should explicitly request this reevaluation from the committee and provide documentation of the contribution of this performance that merits the higher rating.

TEACHING

Student evaluations must be used in evaluating teaching performance.

Exceptionally Meritorious

An exceptionally meritorious rating is indicative of excellent performance. In addition to the required quality of effective teaching, other activities that may constitute the **exceptionally** meritorious rating are:

- Receiving unsolicited evidence from students that they experience cognitive or affective gains as a result of their instruction (e.g., comments on course evaluations, unsolicited notes or letters).
- Exhibiting breadth of teaching exemplified through effective teaching on either level of the social work program (BSW and MSW), effectively incorporating technology as an integral part of courses, or using different classroom styles to teach a variety of courses.
- Exhibiting social justice, equity, diversity, and inclusion efforts that directly contribute to student preparedness to work with diverse populations through an intersectional and critical lens. Supporting the university's stated value of diversity and inclusion and professional Social Work ethics related to cultural responsiveness. Specifically, including information and activities that:
 - (1) cultivate a sense of community and a respect for differences through Development of a class, affiliation with a program, SoTL related to EDI, innovations in teaching, developing a model/strategy (i.e., model innovators visiting the class to ensure fidelity or further model development) shared with the School or University.
 - (2) foster an inclusive environment characterized by cultural understanding and engagement, ethical behavior, and a commitment to social justice. Demonstrated by

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evidence or products that show student learning outcomes related to EDI personal development and preparation for practice with marginalized populations – student letters; awards; feedback from invited mentors.

- (3) Documentation or evidence of exceptional efforts in mentoring faculty/staff or students from underrepresented groups in EDI specific to teaching or learning, including consideration faculty cultural taxation of underrepresented groups.
- Receiving a teaching award from the College or University.
- Receiving a competitive grant related to teaching.
- Employing innovative teaching strategies that are recognized and/or used by others.
- Taking primary responsibility for a major conceptualization (or reconceptualization) and development (or redevelopment) effort for a sequence or program.

Highly Meritorious

A highly meritorious rating is indicative of excellent performance. In addition to the required quality of effective teaching, other activities that may constitute the highly meritorious rating are:

- Developing a course that contains clear course objectives, logical organization of material, creative assignments, and explicit criteria for measuring student performance on objectives.
- Significantly modifying an existing course, including course objectives, goals, and assignments.
- Fosters an inclusive classroom as demonstrated by incorporation of scholarship and practice evidence from populations that were historically excluded from social work's canon (including BIPOC, LGBTQ+ authors), in discussions, activities, assignments, and other course exercises. Helps students view inequality and exclusions through an intersectional and critical social justice lens.
- Attends equity, diversity, and inclusion conferences or workshops to enhance knowledge and skills regarding underrepresented students.
- Providing field liaison above and beyond the normal expectations for field liaison; it is the burden of the faculty person to provide such evidence for evaluation.
- Supervising and/or guiding students in independent studies, community projects, service learning; *(It is the responsibility of the faculty person to provide such evidence for evaluation).*
- Supervising and/or guiding students in a GA; RA; or TA that enhances student learning.
- Supervising students on specialized projects or grants that enhances student learning.
- Developing new and creative teaching techniques.
- Writing a grant proposal related to teaching.
- Developing and teaching a continuing education course/workshop for the School.
- Developing and teaching courses/workshops for an agency or organization;
- Conducting instructional and classroom research assessment.
- Serving as a reader on a student research project thesis, or dissertation.
- Attending professional development activities that results in a significant course revision.

Meritorious

A meritorious rating is indicative of excellent performance. In addition to the required quality of effective teaching, other activities that may constitute the meritorious rating are:

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- Reviewing teaching materials for a course (e.g., textbooks, workbooks, reading packets, computer programs, curriculum guides).
- Engaging students in the learning process as evidenced by open-ended comments on student course evaluations.
- Foster inclusive classrooms that support diversity and equity outcomes and contribute to a student's skills-training and/or professional development.
- Foster inclusive classrooms that set a high standard of respect, supporting equitable, diverse, and inclusive outcomes, through an intersectional and critical social justice lens, which contribute to a student's skills training and/or professional development. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.
- Receiving favorable teaching ratings by peers through the review of instructional materials.
- Receiving favorable teaching ratings by peers through classroom observation.
- Attending professional development activities.

Not Meritorious

A less than meritorious rating is assigned to performance that does not satisfactorily fulfill the teaching or workload requirements in the School of Social Work. Examples of what would warrant a rating of less than meritorious are listed below:

- Not satisfactorily fulfilling teaching assignments or workload requirements.

RESEARCH AND SCHOLARSHIP

Research and scholarship in social work or social work education is important to the advancement of the field and faculty is expected to contribute to this advancement. Creative works may be considered as scholarship if the work contributes to professional knowledge, is reviewed, and there is evidence of the impact and significance to the profession. The activities presented below represent various areas and levels of quality of research and scholarship in social work and social work education.

Exceptionally Meritorious

An exceptionally meritorious rating is indicative of truly superior performance. Examples of activities that may constitute the exceptionally meritorious rating are:

Category A: This category reflects published work that is widely disseminated.

- Principal or single author of a theoretical book, conceptual book, or a textbook may be credited for exceptionally meritorious over three years.
- Principal or single author on an edited book may be credited for exceptionally meritorious over two years.

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- Principal or single author of peer reviewed journal article in a journal in social work or a related field.
- Principal or single author of peer reviewed journal article that addresses diversity, equity, and inclusion.

Category B: This category includes receipt of competitive grants or competitive recognition awards

- Receiving a competitive, external or internal grant related to scholarly work or professional practice.
- Receiving a competitive, external or internal award for scholarly or professional productivity.
- Submission of a federal competitive grant.

Highly Meritorious

A highly meritorious rating is indicative of excellent performance. Examples of activities that may constitute the highly meritorious rating are:

Category A: This category reflects published work in peer reviewed publications in social work or social work education or related fields.

- Second or third author of peer reviewed published material such as journal articles, monographs, books, book chapters, or other professional documents.
- Authorship or co-authorship of published reviews such as book reviews, reviews of monographs, software, or other professional documents that demonstrate a complexity of thought and contributes to the policy and practice of the social work discipline.
- Authorship or co-authorship of an external grant or contract report.
- Authorship or co-authorship of one or more book chapters.
- Receiving a book contract.
- Principal or single author of a monograph, policy paper, or “white paper” that is widely disseminated in social work.

Category B: This category reflects presentations to an association or organization in social work or social work education or a related field.

- Refereed presentation, paper, or workshop of scholarly work to a recognized international, national, regional or state association or organization conference in social work or related field. May include Presentation of poster session, panel, roundtable, etc.
- Non-refereed presentation, keynote, paper, or workshop of scholarly work to a recognized international, national, or regional, organization or association in one’s area of expertise in social work or social work education, or a related field.

Category C: This category includes receipt of non-competitive grants, competitive or non-competitive contracts and awards or the submission of competitive grants.

- Receiving one or more competitive contracts related to scholarly work or professional practice.

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- Receiving an external or internal non-competitive grant or contract related to scholarly work or professional practice.
- Receiving an external or internal non-competitive award or recognition for scholarly or professional productivity.
- Submitting a proposal for a competitive external or internal grant related to scholarly work or professional practice.

Category D: This category refers to development of technical reports or monographs for professional practice.

Category E: Equity, Diversity, and Inclusion

- Scholarship, research, or creative productivity that contributes to professional or University efforts that strengthen equity, diversity, and inclusion social work policies or practices.
- Establishes or actively supports the creation of academic initiatives or participates in current academic initiatives related to equity, diversity, and inclusion that enhances scholarship.

Meritorious

A meritorious rating is assigned to performance that satisfactorily fulfills the scholarly assignments in the School of Social Work. Examples of activities that may constitute the meritorious rating are:

Category A:

- Third author or subsequent author on peer reviewed published materials such as a journal article, monograph, book, book chapter, or technical or professional publication in social work or related field
- Authorship or co-authorship of published work material such as a newsletter article, publication in a professional magazine, encyclopedia article, letter to the editor in the popular media, etc.
- Authorship or co-authorship of published reviews such as book reviews, reviews of monographs, software, or other professional documents that is summative in nature.
- Submission of a single or co-authored journal article, monograph, book, book chapter, or professional document that is under review.

Category B:

Submission of a paper or workshop scholarly work to an international, national, regional, state, or local association's meeting or an internal audience.

- Non-refereed presentation, keynote, paper, or workshop of scholarly work to a state, or local association's meeting or an internal audience.

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- Invited presentation of scholarly work to an internal audience.

Category C:

- Submitting a non-competitive external or internal grant related to scholarly work or professional practice.
- Submitting an external or internal non-competitive award for scholarly or professional productivity.

Category D:

- Editing journal articles, grant proposals, book manuscripts, etc. written by others
- Documenting Scholarly or creative work in progress. A work in progress can be claimed for two years if work is occurring on the manuscript.
- Research agenda incorporates social justice, equity, diversity, and inclusion issues. Acknowledges justice, equity, diversity, and inclusion in scholarship discovery and integration.

Not Meritorious

A less than meritorious rating is assigned to performance that does not satisfactorily fulfill the research and scholarship requirements in the School of Social Work.

SERVICE

Service to the profession and social work education is very important in social work and is valued equally with research and scholarship.

Exceptionally Meritorious

An exceptionally meritorious rating for service performance is reserved for those who show exemplary leadership in the School, University or College, the professional community, or the social work education community. Examples of activities that may constitute the exceptionally meritorious rating are:

Category A: Service to the School

- Exemplary leadership in the School of Social Work demonstrated by leading a major effort in the School of Social Work (e.g., self-study, or program development).
- Exemplary leadership on a sequence committee as demonstrated by leading a major revision of a program or sequence.

Category B: Service to the College and/or University

- Receiving a University or College award for service.
- Chairing a major University or College Committee.

Category C: Service to the Profession and/or Local Community

- Holding a major office such as President of a major social work organization on the national, regional, state, or local area.

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- Chairing a major Committee, Commission, etc. in professional social work or social work education.
- Serving as editor in chief or guest editor of a journal in social work or social work education.

Category D: Diversity, Equity, and Inclusion

- Creation or leadership role in programs serving the School, University, or community constituencies related to diversity, equity, and inclusion.
- Demonstrated activities within academic and professional associations, non-profit, governmental, and/or private sector organizations addressing equity and inclusion issues.

Highly-Meritorious

A highly meritorious rating is indicative of excellent performance. Examples of activities that may constitute the highly meritorious rating are:

Category A: Service to the School

- Chairing a School Sequence Committee.
- Taking leadership in the initiation or modification of the curricula.
- Chairing or otherwise assuming leadership for the planning and implementation of continuing education, planning a conference symposium, seminar, or workshop.
- Serving as an IRB Representative.
- Sponsoring a student organization.
- Serving on the MSW Admissions Committee.
- Serving on the SFSC.
- Demonstrating leadership related to social justice, equity, diversity, and inclusion efforts within the School.
- Demonstrating leadership in the administration of the BSW, MSW, or Field Education Program.

Category B: Service to the College and/or University

- Serving on a College or University Committee or task force that requires a significant investment of time and effort; it is the responsibility of the faculty person to provide evidence of this investment of time and effort.
- Serving on 3 or more college or university committees.
- Serving on 3 or more community committees or boards.
- Serving on equity, diversity, and inclusion committees to enhance the University learning and working climate.
- Nomination for an award that recognizes service to the School, College, University, or groups outside the university.
- Sponsoring a student organization

Category C: Service to the Profession and/or Local Community

- Holding office (other than President) in a professional organization on the international, national, regional, state, or local level.
- Chairing an international, national, regional, state, or local committee.

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- Serving as a member of a major commission or committee in social work or social work education.
- Serving as chair of a site visit team for the reaffirmation of accreditation of a social work program.
- Completing a major assignment for a professional organization (e.g., serving as conference chair or program chair, reviewing abstracts).
- Proactively participating in program building efforts to fulfill professional and community goals related to diversity, equity, and inclusion.
- Consulting for a professional organization or practitioner.
- Serving on an editorial board of a journal in social work.

Meritorious

A meritorious rating is assigned to performance that satisfactorily fulfills the service requirements in the School of Social Work. Examples of activities that may constitute the meritorious rating are:

Category A: Service to the School of Social Work

- Serving on one or more sequence committees with regular attendance at meetings.
- Participating on a School committee that plans a conference, symposium, seminars, or workshops.
- Serving on an ad hoc committee of the School
- Serving on committees related to equity, diversity, and inclusion issues
- Mentoring NTT faculty with course preparation.

Category B: Service to the College and/or University

- Serving on a University or College Committee that plans a conference, symposium, seminars, or workshops.
- Serving on a university or college committee and regular attendance at meetings.

Category C: Service to the Profession and/or Local Community

- Serving on a community association board or advisory committee and regular attendance at meetings.
- Serving on a committee that plans a conference, symposium, seminars, or workshops on the international, national, regional, state or local level.
- Chairing or moderating a professional session at a national or international association meeting.
- Chairing or moderating a professional session at a regional or local association conference.
- Serving as a site visitor to programs seeking initial accreditation or reaffirmation of their accredited status.
- Receiving a grant or contract for activities primarily related to service.
- Writing or submitting a competitive grant or contract for activities primarily related to service.
- Reviewing manuscripts or other referee publications; if the faculty person has done quite a few of these and wants this work considered as highly meritorious it is their responsibility to document the time and effort.

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- Writing questions for an exam for on behalf of an organization that certifies social work practice.
- Serving as a consultant or advisor to a professional agency or group.

Not Meritorious

A less than meritorious rating is assigned to performance that does not satisfactorily fulfill the service requirements in the School of Social Work. In order to receive this rating, performance must satisfy criteria from the not meritorious less than meritorious category below.

- Has not served the School, College, University, Profession, or Community sufficiently to meet the criteria for meritorious performance.

Addendum: Covid-19 Impact Statement

School of Social Work COVID-19 Implications for ASPT Policies and Guidance

In light of COVID-19 related disruptions, we recognize that faculty have been required to focus their time and energy on different responsibilities, often at the expense of research and creative activity.

Faculty are welcomed, but not required to, include a “COVID-19 impact statement” that frames whether and how their work as a faculty member has been affected by pandemic-related disruptions in their evaluation process narratives.

Faculty are welcomed to contextualize their heightened stress, significantly expanded workload, and how their commitment and high-quality professional performance might look different in the current pandemic-impacted context than it did prior. For example, such statements could include reflections on the impact, special challenges, lessons learned, and goals for the future.

This provision will automatically expire on December 31, 2022, unless a motion to approve its extension is approved by the faculty prior to that date.