Social Work Annual Faculty Evaluation Criteria

Following the WKU and CHHS ratings regarding faculty effectiveness, the Social Work department will utilize the following categories of measurement:

Distinguished: *indicates a truly exceptional level of performance*

Skilled: *indicates a level of strong performance*

Baseline: *indicates a level of just meeting expectations*

Unsatisfactory: *indicates a level of not meeting basic expectations*

These levels are described in detail in the *Social Work Tenure and Promotion Guidelines* revised in 2024. The following examples of evidence in support of effective teaching, scholarship, and service as well as rubrics for each category are provided here as related to annual evaluations; therefore, the rubrics have been adjusted from those in the guidelines to provide yearly performance metrics for each category.

All full-time faculty are to provide an updated CV each year. Tenure-track faculty are to provide a full portfolio of evidence supporting continuance and progress toward tenure with in-text links to their supporting materials. This portfolio (called annual activity packet) will be used to complete the annual faculty evaluation for tenure track faculty. This is due the WKU faculty annual evaluation workflow portal by August 20th. Any tenured faculty seeking promotion and/or tenure must submit their portfolio by October 1.

In lieu of a portfolio, all tenured and non-tenure track full-time faculty will complete an annual activity packet describing their accomplishments of the past academic year in the areas of teaching and service. Tenured faculty will add a component of research/scholarship/creative activity. Any supporting materials they would like to provide must be integrated into the activity packet prior to submission. Materials will be uploaded to the WKU faculty annual evaluation workflow portal by October 1.

Teaching

The following evidence is expected to be provided to the department chair by each faculty member annually:

> **Required**
> - Student assessment of teaching (SITE evaluations for all courses taught over the academic year).
> - Tenure-track faculty additional requirement: Peer assessment of teaching utilizing the *Social Work Departmental Teaching Evaluation Tool*.
> **Suggested (Required for tenure-track faculty)**

- Evidence of curricular development or innovation including new course development or significant revision.
- Contributions to instructional materials (syllabi, assessments, instructional materials, workbooks, textbooks, etc.).
- Evidence of student engagement (active learning, service learning, community-based learning experiences).
- Mentorship of student research or creative projects.
- Professional development to improve teaching skills.

Rubric for Faculty Teaching Effectiveness Evaluation

This rubric will be used in delineating indicators of teaching performance and will be used by the tenure and promotion committees. The table below lists specific components of effective teaching, followed by a scoring rubric where 1 indicates "unsatisfactory", 2 represents "baseline", 3 refers to "skilled", and 4 represents "distinguished".

Component	Unsatisfactory = 1	Baseline= 2	Skilled = 3	Distinguished = 4
Intentional integration of anti-racist, diverse, equitable, and inclusive (**ADEI**) **practices and pedagogy**.	Individual fails to demonstrate anti-oppressive approaches to teaching. Individual fails to ensure accessibility and equity for students. Individual fails to provide student learning opportunities highlighting historically and currently oppressed populations through an anti-racist lens. Individual fails to create classroom climate conducive to exploration of ADEI.	Individual fails to demonstrate 3 of the following: Anti-oppressive approaches to teaching. Ensure accessibility and equity for students. Provide student learning opportunities highlighting historically and currently oppressed populations through an anti-racist lens. Create classroom climate conducive to exploration of ADEI.	Individual demonstrates anti-oppressive approaches to teaching including intentional planning and implementation of diverse, equitable, and inclusive practices and pedagogies in the classroom. Individual ensures accessibility and equity for students. Individual provides student learning opportunities highlighting historically and currently oppressed populations through an anti-racist lens. Individual creates classroom climate conducive to exploration of ADEI.	Individual consistently demonstrates anti-oppressive approaches to teaching including intentional planning and implementation of diverse, equitable, and inclusive practices and pedagogies in the classroom. Individual consistently ensures accessibility and equity for students. Individual consistently provides student learning opportunities highlighting historically and currently oppressed populations through an anti-racist lens.

Component	Unsatisfactory = 1	Baseline= 2	Skilled = 3	Distinguished = 4
				Individual consistently creates classroom climate conducive to exploration of ADEI.
Systematic development and organization of course materials including well-developed student learning outcomes aligning with student performance evaluations.	Individual fails to develop and revise course content/topics, organization, and materials in response to new developments in the field. Syllabi fail to follow WKU guidelines. Syllabi fail to define student learning outcomes, means of student evaluation. Course material is not organized. Individual fails to demonstrate transparency in teaching.	Individual fails to do 4 of the following: To develop and revise course content/topics, organization, and materials in response to new developments in the field. To follow WKU syllabi guidelines. To define student learning outcomes, means of student evaluation. To provide organized course material. To demonstrate transparency in teaching	Individual develops and revises course content/topics, organization, and materials in response to new developments in the field. Syllabi follow WKU guidelines. Syllabi define student learning outcomes, means of student evaluation. Course material is somewhat organized. Individual inconsistently demonstrates transparency in teaching.	Individual systematically develops and revises course content/topics, organization, and materials in response to new developments in the field. Syllabi consistently follow WKU guidelines. Syllabi consistently define student learning outcomes, means of student evaluation. Course material is consistently well-organized. Individual consistently demonstrates transparency in teaching by explicitly specifying assignments' purpose, task, and criteria for success.
Student assessment and feedback from course appraisals (SITE) and students' comments.	Individual fails to demonstrate the ability to incorporate student feedback from course appraisals.	Individual only partially incorporates student feedback from course appraisals.	Individual demonstrates the ability to incorporate student feedback from course appraisals.	Individual consistently demonstrates the ability to incorporate student feedback from course appraisals.

Component	Unsatisfactory = 1	Baseline= 2	Skilled = 3	Distinguished = 4
Tenure track ONLY: Peer and Department Chair **assessment and feedback from teaching observation**.	Individual fails to receive a minimum score of 4 on at least 60% of the indicators in the peer review assessment.	Individual receives a minimum score of 4 on at least 60% of the indicators in the peer review assessment.	Individual receives a minimum score of 4 on at least 80% of the indicators in the peer review assessment.	Individual receives a minimum score of 4 on all indicators in the peer review assessment.
Development of course materials developed specifically for classroom teaching.	Individual fails to use course materials to enhance learning.	Individual has limited use of materials to enhance learning.	Individual uses course-supporting materials in addition to textbooks to enhance instruction.	Individual consistently develops/revises learning resources for instructional use.
Requirements for Associate and Full Professors ONLY	Individual does not maintain SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness. Individual fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Individual does not mentor junior and/or part-time faculty.	Individual is missing 2 of the following: Does not maintain SITE evaluation scores showing consistent evidence of exception and high-quality performance in teaching effectiveness. Fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Fails to mentor junior and/or part-time faculty	Individual maintains SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness. Individual demonstrates innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Individual occasionally mentors junior and/or part-time faculty.	Individual consistently maintains/increases SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness. Individual consistently demonstrates innovative and adaptive methods of instruction (e.g., curriculum, certificate development). Individual regularly mentors junior and/or part-time faculty.

Scholarship/Creative Activity

All tenure track and tenured faculty need to demonstrate continuing evidence of research/creative activities related to the scholarship of discovery. Peer-reviewed scholarship is expected. The following evidence is expected to be provided to the department chair by each faculty member annually:

- Publications in peer-reviewed scientific journals in the respective research or related discipline(s).
- Peer-reviewed presentations disseminated at international, national, regional, and state conferences.
- Scholarly book or textbook and/or a chapter published in a scholarly book or textbook. (Note: Scholarly sources [also referred to as academic, peer-reviewed, or refereed sources] are written by experts in a particular field and serve to keep others interested in that field up to date on the most recent research and findings.)
- Development of a workshop based on qualitative and/or quantitative research at local, state, regional and national level.
- Assisting local, state, regional and national agencies by conducting program evaluation.
- Internal or external funding secured to pursue research goals.
- Current ongoing research and other creative activity accepted but not yet resulting in publication, display, or presentations.

Rubric for Scholarly/Creative Activity Effectiveness Evaluation

This rubric will be used in delineating indicators of research performance and will be used by the department chair in determining effectiveness for the purpose of the annual evaluation. The table below lists specific components of effective research/scholarly/creative activity, followed by a scoring rubric where 1 indicates "unsatisfactory", 2 represents "baseline", 3 refers to "skilled", and 4 represents "distinguished".

Component	Unsatisfactory = 1	Baseline = 2	Skilled= 3	Distinguished= 4
Activities	0 of the following: (1) peer-reviewed or scholarly publication*, (2) peer-reviewed or scholarly presentation (3) grant/contract	Products from 2 of the following categories: (1) peer-reviewed or scholarly publication*, (2) peer-reviewed or scholarly presentation (3) grant/contract	3 products from at least 2 of the following categories: (1) peer-reviewed or scholarly publication*, (2) peer-reviewed or scholarly presentation (3) grant/contract	4 products from all of the following: (1) peer-reviewed or scholarly publication*, (2) peer-reviewed or scholarly presentation (3) grant/contract

Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, and workbooks.

Note: Student authorship is encouraged. If a student is listed as first author and primary faculty mentor as second/ senior author on a publication, the primary faculty mentor can consider this as first authorship for purposes of promotion and tenure.

University/Public Service

All faculty are required to demonstrate continuing evidence of university and public service. This service is an essential component of the role of faculty in fulfilling the mission of Social Work and WKU. University service activities should include activities at all four levels of program, department, college, and university. Paid service activities cannot be considered as public service. The following evidence is expected to be provided to the department chair by each faculty member annually:

University Service

- Service on program, department, college, and university committees.
- Special assignments from the department chair, program director, dean, or provost.
- Specific tasks and contributions related to program accreditation or evaluation.
- Management of or participation on departmental or program advisory groups.
- Management of or participation in recruitment activities or creation of recruitment materials (print, website, social media, etc.) at the program, department, college, or university level.
- Mentoring/advising program, department, college, or university student groups or organizations.
- Managing faculty orientations or training events.
- Management of or participation in fund raising, public relations, and marketing of the program, department, college or university.
- Mentoring/advising part-time or new faculty as course lead.

Public Service

- Participation in positions/roles such as the following: officer, board member, professional committee chairperson, professional committee member, editor/managing editor of peer-reviewed scientific journal and/or scholarly books and research annuals, or referee (peer-review for journal articles, chapters, etc.)
- Expert assignment or appointment to policy or advisory committees.
- Organizers/directors of seminars, workshops and/or other scientific or pedagogical or clinical conferences external to WKU.
- Local, state and/or national governmental and advisory boards, agencies, commissions that are related to the faculty member's discipline.
- Business and industry or private citizens as technical expert or member of policy advisory committees (unpaid; one shall not count paid consulting for service because that is done above and beyond the academic contract).
- Work with schools through contact with teachers, administrators, students; through participation in science fairs, college day volunteer-based programs, lectures,

performance, in-service programs; through advising on curricular matters, and pedagogy.

- Participation in local, state, regional, national, or international community activities directly related to the faculty member's profession/discipline, such as presentations, news media interviews, and professional advice to nonprofit agencies.
- Accreditation team service.
- Provision of clinical services (as long as it is not done outside of contract – for instance, if you are being paid to do it outside of workload, it is not counted as service)
- Participation in meetings, symposia, conferences, workshops; in radio and/or television by developing and presenting materials for public awareness.
- Technical assistance (unpaid) including grant proposals and grant awards for an organization or community.
- Writing questions for licensure or certification exams.

Rubric for University/Public Service Effectiveness Evaluation

This rubric will be used in delineating indicators of service performance and will be used by the department chair in determining effectiveness for the purpose of the annual evaluation. The table below lists specific components of effective university and public, followed by a scoring rubric where 1 indicates "unsatisfactory", 2 represents "baseline", 3 refers to "skilled", and 4 represents "distinguished".

Component	Unsatisfactory = 1	Baseline= 2	Skilled= 3	Distinguished= 4
Program/ Department Service	Involvement in 0-1 committees/activities a year at the program and department level.	Involvement in 2 committees/activities a year at the program and department level.	Involvement in 3 committees/ activities a year at the program and department level.	Involvement in 4 or more committees/ activities a year at the program level.
College/University Service	Involvement in 0-1 committees/ activities a year at the college and university level.	Involvement in 2 committees/ activities a year at the college and university level.	Involvement in 3 committees/ activities a year at the college or university level.	Involvement in 4 or more committees/ activities a year at the college or university level.
Public Service	Involvement in 0 international/national committee, board, officer; **-or-** 0-1 regional/state/local committee,	Involvement in 1 international/national committee, board, officer; **-or-** 1 regional/state/local committee, board,	Involvement in 2 international/national committee, board, officer; **-or-** 2 regional/state/local committee, board,	Involvement in 3 international/national committee, board, officer; **-or-** 3 regional/state/local committee, board,

Component	Unsatisfactory = 1	Baseline= 2	Skilled= 3	Distinguished= 4
	board, officer, and/or professional service activities.	officer, and/or professional service activities.	officer, and/or professional service activities.	officer, and/or professional service activities.

Note: Tenured faculty are expected to take leadership roles (i.e., committee chair, board officer, etc.) in some of their service activities.

Professionalism

All faculty are required to behave with the utmost professionalism, integrity, and respect in accordance with NASW Code of Ethics (2021) because they are role-modeling appropriate behavior for students, alumni, staff, and community professionals as well as new and part-time faculty as an ambassador for our program, department, college, and WKU. In addition to adherence to the NASW Code of Ethics (2021), faculty will be expected to adhere to professionalism guidelines outlined in the WKU Faculty Handbook, particularly Section II.D: Professional Conduct, the WKU Policy 4.800X: Standards of Conduct, and adherence to college policies as outlined on their respective webpages. Faculty are expected to respond in writing to any SITE evaluations, student correspondence (including student complaints), or other evidence that implies or directly states concerns related to professionalism. This item is rated as unsatisfactory or satisfactory on the annual evaluation.