



# **Tenure & Promotion Guidelines**

## **Department of Social Work**

These guidelines apply to faculty appointments with a start date of July 2024 or later. Faculty hired before July 2024 may adopt these departmental guidelines or continue with previous guidelines. Please notify the department chair of this intention as a memo is required.

**Faculty members are professionals working together to promote the success of students, colleagues, and the university in addition to fostering personal and professional growth. Western Kentucky University College of Health and Human Services and Social Work Department faculty members are expected to interact in an atmosphere of mutual respect with integrity, honesty, and regard for academic freedom.**

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## **Social Work Tenure and Promotion Guidelines**

Preamble – The quality and success of the Department of Social Work depends on the recruitment and retention of a highly qualified and motivated faculty. Once faculty have been recruited, it is vital that the department head, program directors, and senior faculty mentor all faculty with particular attention given to tenure-track faculty regarding tenure and promotion expectations. The two programs contained within the Department of Social Work, the BSW and MSW, are dedicated to teaching, research, service, and the application of knowledge. The BSW and MSW programs offer face-to-face, online, and hybrid options. Both programs require that faculty have a high degree of involvement with students in terms of teaching load, research, and service including advising. These expectations demand that faculty strike the proper balance of teaching, research, and service. The purpose of this document is to provide an overview of those expectations.

The guidelines for tenure and promotion are based on the [\*WKU Faculty Handbook\*](#); however, this document provides additional clarity for faculty seeking tenure and promotion within the department. Expectations for tenure and promotion within a university are often discussed within the context of research, teaching, and service. Many in the academy have called for a broader definition of scholarship. Glassick, Huber, and Maeroff (1997) discuss this broader definition in their book *Scholarship Assessed: Evaluation of the Professoriate*. Glassick et al. re-conceptualize teaching, research, and service as “the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching” (p. 9). This paradigm allows teaching and service to be valued and rewarded. It also allows individual faculty to develop career paths, within departmental guidelines, that will highlight individual talents and interests. The goal of this tenure and promotion document is to honor WKU’s commitment to teaching first and foremost, while at the same time providing an appropriate balance of research and service. The faculty in the Department of Social Work can best serve students, the university, and the community by valuing Glassick et al.’s broad definition of scholarship.

## **Social Work Code of Professional Practice**

Glassick, Huber, and Maeroff (1997) discuss the importance of a professional code of practice that includes integrity, perseverance, and courage as central values. A primary requirement for any faculty member is to practice with integrity and fairness. This includes behavior within the classroom, the university, the professional community, and with the public. In addition to integrity, a faculty member must remain curious and persevere. Sustained achievement and remaining productive over the years is vital to an engaged faculty and supportive learning environment. Finally, a faculty member must have the courage to pursue open inquiry as a core value within the university. At times this comes at the risk of disapproval. Social workers regularly work with disenfranchised populations. While key to advancing social justice, empowering these groups and advocating for meeting the needs of people is often met with resistance. These qualities and values require that the faculty member do more than adequately perform daily tasks. Faculty performance involves more than the tasks of teaching, research, and service. A spirit of collegiality, volunteerism, and a “team” orientation are highly valued within the department. This orientation is demonstrated by efficiently and effectively performing service

activities, particularly the numerous “nuts and bolts” day-to-day activities of running the BSW and MSW programs as well as the Department.

Respecting the dignity and worth of all people is a professional and ethical obligation of social workers. Regarding colleagues, this includes the accurate and fair representation of qualifications and the avoidance of “unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals.” (NASW, 2021, p.18). The promotion of a positive workplace through encouraging a “team” orientation nurtures the development of all students and faculty.

Professionalism is expected of all faculty in the social work department. The components of professionalism include awareness and responsiveness to diverse people, maintaining a high level of self-awareness, and relating positively to others when working in collaborative teams. It is important to display a high level of oral and written expression, reliability, dependability, and motivation in addition to responding promptly (within 1-2 business days) to others. Maintaining a high level of professionalism will facilitate collegiality. Collegiality is strictly defined as shared authority among colleagues. Collegiality within an academic department implies that power is distributed among all faculty members. With shared power comes shared responsibilities.

### Standards of Scholarly Work

Given that the Department of Social Work adopts the [WKU Faculty Handbook](#) standards, policies, procedures, and guidelines for faculty related to tenure, promotion, and continuance and this document is based on the [WKU Faculty Handbook](#), the Department of Social Work follows the established criteria for:

| <b>Tenure-eligible Appointments:</b>                   | <b>Non-tenure Eligible Appointments:</b> |
|--|--|
| Traditional Track Faculty<br>Pedagogical Track Faculty | Instructor Track Faculty                 |

In addition to the standards, policies, procedures, and guidelines for scholarly work established by WKU, the Department of Social Work adopts the following. All faculty ranks are expected to achieve the applicable targets described in the assigned areas of teaching, research and creative activities, service, and professionalism. (Please note that all three categories apply to the tenure-eligible appointments; however, only the categories of Teaching and Service apply to non-tenure eligible appointments.) Variability in quantity based on quality of faculty accomplishments and/or workload will be considered during the evaluation processes.

The process for tenure and the process for promotion are different and listed in different sections as such in the [WKU Faculty Handbook](#). While these processes may occur simultaneously in the case of tenure-track faculty, they are not the same. Promotion is available to all faculty; however, tenure is only available to those in tenure-eligible appointments. Tenure happens only once while promotion can occur more than once. Lastly, tenure ensures that faculty have earned academic freedom, economic security, and a long-range commitment from WKU which encourages retention of a strong and satisfied faculty. For more information on the difference between tenure and promotion, please consult the [WKU Faculty Handbook](#).

### **Electronic Portfolio**

Tenure-eligible faculty must complete a yearly continuance portfolio which includes evidence of scholarly achievement in the areas of teaching, research, and service as required by their appointment. At the required year, tenure-eligible faculty must complete a final tenure and promotion portfolio demonstrating they have met the requirements for tenure and promotion in the department, college, and university. These activities must occur in accordance with the time outlined in the [WKU Faculty Handbook](#).

Tenured faculty seeking promotion must complete a promotion portfolio which includes evidence of sustained scholarly achievement in the areas of teaching, research and creative activity, and service as required by their appointment. Tenured faculty may apply for promotion in accordance with the time outlined in the [WKU Faculty Handbook](#).

Portfolios must be an Adobe pdf format for ease of readability, and it is recommended that the narrative be less than 50 pages. A sample table of contents is provided in Appendix A of this document to guide the development of headings. Additional headings may be included to highlight specific areas of performance (e.g. International Education). The portfolio should include narrative related to the various areas with electronic links to supporting information such as publications, awards, certificates, etc. The linked documents must be housed in an accessible site such as the Microsoft Office OneDrive with permissions set to shared. It is recommended that a trusted colleague or two review the document and the links for accessibility prior to submission to the department chair.

Any approved releases from teaching, research, or service must be included in the narrative, including a description of the work done during the release period. For example, if one course teaching release was provided for research purposes, a description of the research activities undertaken during that 10% workload reduction must be included. The department chair will discuss any release time in their documentation of workload and evaluation of faculty performance.

## **Office Hours**

Faculty are expected to be consistently responsive to student questions and concerns. Office hours will be maintained per the [WKU Faculty Handbook](#).

## **References**

Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.

National Association of Social Workers (NASW). (2021). *NASW Code of Ethics*. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## Traditional Track Faculty

### Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [WKU Faculty Handbook](#) has a list of examples of teaching effectiveness.

All tenure-track and tenured faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in Social Work, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments. Peer assessments and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

Peer assessment needs to be systematic and evaluative. Department Chair/Program Directors in Social Work will observe tenure-eligible and full-time non-tenure eligible faculty on an annual basis. In addition, at least one other peer assessment should be completed annually for these faculty members. The latter assessment should be conducted by a tenured faculty either within or outside their respective department/school, selected by the Department Chair/Program Directors. As needed, Social Work may provide training sessions/workshops to tenured faculty who may serve as peer assessors. The *Social Work Departmental Teaching Evaluation Tool* (See Appendix B) will be utilized during peer assessment sessions to provide a consistent measure.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback such as mid-term surveys deployed by professors. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

Other social work specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the NASW Code of Ethics; demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

A rubric is provided to determine a numeric score and will be used in delineating indicators of teaching performance for *Traditional Track* faculty. The *Rubric for Faculty Teaching Effectiveness Evaluation* is found in Appendix C.



### ***Promotion to Associate Professor***

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall baseline, skilled or distinguished. Thus, the majority of indicators (i.e., 3 out of 5) should be baseline, skilled or distinguished (score of 2, 3 or 4), and no indicators should be evaluated as unsatisfactory (score of 1).

### ***Tenure***

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall baseline, skilled or distinguished. Thus, the majority of indicators (i.e., 3 out of 5) should be baseline, skilled or distinguished (score of 2, 3 or 4), and no indicators should be evaluated as unsatisfactory (score of 1).

### ***Promotion to Professor***

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent and of high quality. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, there is a sixth measure included in the teaching effectiveness rubric. Thus, the majority of indicators (i.e., 4 out of 6) should be skilled or distinguished (score of 3 or 4) with no unsatisfactory scores (i.e., 1).

## **Research/Creative Activities**

All tenure track and tenured faculty need to demonstrate continuing evidence of research/creative activities related to the scholarship of discovery, integration, application, engagement, teaching, and artistic endeavor. The peer-reviewed scholarship of discovery and integration encompasses scholarly activities, which contribute to the collection of human knowledge and to the intellectual climate of the university. In Social Work, there are many types of empirical research involving the use of quantitative and/or qualitative techniques that fall within the scholarship of discovery. Work that is original and a critical analysis and review of work in one's field or is an extension of the scientific work of others may constitute the scholarship of discovery. Examples include interdisciplinary works, such as those that use economic, health, psychological/ sociological analyses, reviews, and essays that probe the merits of another's work from a particular viewpoint, such as religious, political, gender, or culturally based perspectives. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the findings in a way that brings new meaning to these facts.

The scholarship of application encompasses scholarly activities, which seek to relate knowledge in his/her field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as using social problems as the agenda for the scholarly investigation, drawing upon existing knowledge for the purpose of crafting solutions to health and human service problems. Examples of the scholarship of application include but are not limited to the dissemination of the following types of products: 1) papers that are published as peer-reviewed articles; 2) scholarly books; 3) chapters that appear in scholarly books; 4) scientific inventions and creations; 5) patents or copyrights; and 6) grants and contracts.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences.

The scholarship of artistic endeavor encompasses scholarly activities, which are directly related to the creative process. Examples include creation of new techniques, equipment, technologies, materials, and methods to advance the art and science of one's discipline. These endeavors would ideally translate to papers in peer-reviewed publications and extramural grants and contracts.

The following is an outline of typical scholarship activities/processes in social work:

- Research can be both qualitative and quantitative. It is often theoretically driven and follows a specific research question(s) or explores new paradigms through mega data analyses such as data mining.
- Quantitative research is analytical in nature. It includes, but is not limited to, experimental and quasi-experimental studies, correlational studies, cross-sectional surveys, cohort studies, case-control studies, case series, meta-analyses, program evaluations, laboratory research and the development of scientific instrumentation.
- Qualitative research is observational in nature. It includes scientific techniques that must serve a research purpose; be planned and recorded systematically and be subjected to checks and controls on validity and reliability. Examples of qualitative research include observation of unique events, open-ended interviewing, focus groups, and participant observation. These often produce data such as descriptive analysis, field notes, official statistics, personal documents, photographs, creative works of design, and study participant's own words.
- Much of the aforementioned scholarly activity could require grants written for financial support. Such funding sources could be internal and/or external to the university. Internal funding could be pursued at the university levels. External funding could be obtained via national governmental agencies (e.g., National Institutes of Health, National Science Foundation, etc.), state/local agencies and/ or non-governmental organizations such as private foundations, private corporations, etc.

The following are recognized outlets for scholarship in social work:

- 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.
- Grant applications, contracts for research activities, and grant and contract reports provided to funders.
- Assisting local, state, regional and national agencies by conducting program evaluation.
- Honors Theses completed by students under faculty mentorship.
- Research work that includes student researchers.
- Current ongoing research and other creative activity accepted but not yet resulting in publication, display, or presentations.

***Promotion to Associate Professor***

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|--|---|--|--|--|
| Publications                                 | 3 or fewer peer-reviewed or scholarly publications* since appointment at WKU. | 4 peer-reviewed or scholarly publications* since appointment at WKU.   | 5 or more peer-reviewed or scholarly publications* since appointment at WKU.   | 6 or more peer-reviewed or scholarly publications* since appointment at WKU.   |
| Scholarly Presentations                      | 2 or fewer peer-reviewed scholarly products.                                  | 3 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 4 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 5 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. |
| Grants/Contracts                             | No involvement with internal or external grants or contracts.                 | Submission of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of 2 or more internal or external grant/contract as PI, Co PI, or Key Personnel.  |
| Ongoing Research and other Creative Activity | No involvement with ongoing research  | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.  | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                                     | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.   |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or research work including student researchers.*

*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.*

**Tenure**

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|--|---|--|--|--|
| Publications                                 | 3 or fewer peer-reviewed or scholarly publications* since appointment at WKU. | 4 peer-reviewed or scholarly publications* since appointment at WKU.   | 5 or more peer-reviewed or scholarly publications* since appointment at WKU.   | 6 or more peer-reviewed or scholarly publications* since appointment at WKU.   |
| Scholarly Presentations                      | 2 or fewer peer-reviewed scholarly presentations.                             | 3 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 4 peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 5 or more peer-reviewed scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. |
| Grants/Contracts                             | No involvement with internal or external grants or contracts.                 | Submission of at least 1 internal or external grant/contract as PI, Co PI, or key personnel.   | Acceptance of at least 1 internal or external grant/contract as PI, Co PI, or key personnel.   | Acceptance of 2 or more internal or external grant/contract as PI, Co PI, or key personnel.  |
| Ongoing Research and other Creative Activity | No involvement with ongoing research  | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.  | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                                     | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.   |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or research work including student researchers.*

*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.*

**Promotion to Professor**

The expectations for promotion to professor are cumulative from the time of appointment as Assistant Professor in Social Work. The progression to Professor should include work that indicates sustained record of performance and the development of expertise/specialization in at least one or two areas of scholarship. Expectations listed below are required since submission of materials in consideration of promotion to Associate Professor.

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>  | <b>Baseline = 2</b>   | <b>Skilled = 3</b>  | <b>Distinguished = 4</b>   |
|--|--|---|---|--|
| Publications                                 | Less than 5 additional peer-reviewed publications or significant creative works (as recognized in social work)   | A minimum of 5 additional peer-reviewed publications or significant creative works (as recognized in social work)   | A minimum of 6 additional peer-reviewed publications or significant creative works (as recognized in social work)   | A minimum of 7 additional peer-reviewed publications or significant creative works (as recognized in social work)  |
| Scholarly Presentations                      | 5 or less poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.<br><br>None of these are first authored. | A minimum of 6 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.<br><br>At least 1 of these are first authored. | A minimum of 8 - 9 poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.<br><br>At least 2 of these are first authored. | A minimum of 10 or more poster/podium peer-reviewed presentations at international, national, regional, and state conferences/meetings presentations.<br><br>At least 3 of these are first authored. |
| Grants/Contracts                             | No effort has been made to secure internal/external grants/contracts.  | Evidence of acceptance of one internal/external grant/contract as PI/Co-PI or key personnel.  | Evidence of acceptance of two internal/external grant/contract as PI/Co-PI or key personnel.  | Evidence of acceptance of three or more internal/external grant/contract as PI/Co-PI or key personnel.   |
| Ongoing Research and other Creative Activity | No involvement with ongoing research   | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.   | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.  | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.   |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or research work including student researchers.*

## **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. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

**University/College/Departmental/Program Service** includes work that contributes to the effective operation and governance of a program, department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees
- Program committees

Note: Faculty at the assistant professor rank are encouraged to not serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation self-studies and leadership of university initiatives. It is wise for assistant professors to work with the department chair when considering new service activities.

***Additional examples of appropriate service contributions may include, but are not limited to:***

- ***Department***
  - Special assignments
  - Specific Tasks and Contributions to program accreditation activities
  - Direction of program-level professional clubs and other organizations
  - Creation/maintenance of departmental advisory groups
  - Participation in department-level student recruitment activities
  - Mentoring/advising department-level student groups

- Managing social work faculty orientations or training events
- Development of development-level recruitment materials (print, websites, social media, etc.)
- Participation in department-level fund raising, public relations, and marketing of department
- Ongoing representation for department at college/university meetings and/or committee assignments
  
- ***College***
  - Special assignments
  - Participation in college-level advisory groups
  - Participation in college-level student recruitment activities
  - Participation in college-level fund raising and public relations
  - Organizing colloquia and seminars
  
- ***University***
  - Special assignments from the Department Chair/Program Director/Dean/Provost
  - Specific tasks and contributions to university-level accreditation activities
  - University-level governance
  - University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
  - University level program review
  - Organizing colloquia and seminars
  - Mentoring/advising university-level student organizations
  
- ***Program***
  - Special assignments
  - Specific tasks and contributions to program accreditation activities
  - Mentoring/advising new faculty as course lead
  - Mentoring/advising program-level student groups
  - Direction of program-level internships, professional clubs and other organizations
  - Creation/maintenance of program advisory groups
  - Participation in program-level student recruitment activities
  - Development of program-level recruitment materials (print, websites, social media, etc.)
  - Participation in program-level fund raising, public relations, and marketing of programs



Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of promotion materials.

**Public Service** includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-review for journal articles, chapters, etc.)

*Additional examples of appropriate public service* contributions may include, but are not limited to:

- 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.

A rubric is provided to determine a numeric score and will be used in delineating indicators of service for *Traditional Track* faculty.

***Promotion to Associate Professor***

Faculty are required to demonstrate involvement in public service. A tangible record of excellent performance demonstrating increased involvement in department, college, university and public service is required for promotion to associate professor. A leadership position towards the end of the time for submission of portfolio for the Associate Professor rank is encouraged.

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

*\*Average annual involvement is the total number of involvements ÷ by the total number of years*

*Tenure*

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

*\*Average annual involvement is the total number of involvements ÷ by the total number of years*

**Promotion to Professor**

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Professor rank is the transition to active *leadership* roles within service activities and to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those specialty areas where public service may not be as vitally relevant/ available, a greater involvement/ leadership role(s) in service within the university is required.

| <b>Component</b>           | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|----------------------------|---|--|--|--|
| Program/Department Service | Average involvement in 0-2 committees/activities a year at the program or department level. and No leadership role (i.e., Committee Chair)                    | Average involvement in 3 committees/activities a year at the program or department level. and At least 1 leadership role (i.e., Committee Chair)                                       | Average involvement in 4 committees/activities a year at the program or department level. and At least 2 committees involve leadership role (i.e., Committee Chair)                    | Average involvement in 5 or more committees/activities a year at the program or department level. and At least 3 committee involves leadership role (i.e., Committee Chair)                    |
| College/University Service | Average involvement in 0-2 committees/activities/year at the college or university or department/school level. and No leadership role (i.e., Committee Chair) | Average involvement in 3 committees/activities/year at the college or university or department/school level. and At least 1 committee involves leadership role (i.e., Committee Chair) | Average involvement in 4 committees/activities/year at the college or university or department/school level. and At least 2 committees involve leadership role (i.e., Committee Chair) | Average involvement in 5 or more committees/activities/year at the college or university or department/school level. and At least 3 committees involve leadership role (i.e., Committee Chair) |

| <b>Component</b> | <b>Unsatisfactory = 1</b>  | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|------------------|--|--|--|--|
| Public Service   | Involvement in 0-1 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br>and<br>No leadership role (i.e., Board Chair) | Involvement in at least 2 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br>and<br>At least 1 committee involves leadership role (i.e., Board Chair) | Involvement in at least 3 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br>and<br>At least 2 committees involve leadership role (i.e., Board Chair) | Involvement in at least 4 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br>and<br>At least 3 committee involves leadership role (i.e., Board Chair) |

*\*Average annual involvement is the total number of involvements ÷ total number of years since promotion to Associate Professor.*

## Pedagogical Track Faculty

### Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [WKU Faculty Handbook](#) has a list of examples of teaching effectiveness.

All tenure-track and tenured faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in Social Work, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments. Peer assessments and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

Peer assessment needs to be systematic and evaluative. Department Chair/Program

Directors in Social Work will observe tenure-eligible and non-tenure eligible faculty on an annual basis. In addition, at least one other peer assessment should be completed annually for these faculty members. The latter assessment should be conducted by a tenured faculty either within or outside their respective department/school, selected by the Department Chair/Program Directors. As needed, Social Work may provide training sessions/workshops to tenured faculty who may serve as peer assessors. The *Social Work Departmental Teaching Evaluation Tool* (See Appendix B,) will be utilized during peer assessment sessions to provide a consistent measure.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

Other social work specific evidence of teaching effectiveness may include but is not limited to the following: effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the NASW Code of Ethics; demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

A rubric is provided to determine a numeric score and will be used in delineating indicators of teaching performance for *Pedagogical Track* faculty. The *Rubric for Faculty Teaching Effectiveness Evaluation* is found in Appendix C.



### ***Promotion to Pedagogical Associate Professor***

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to associate professor. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent. Thus, the majority of indicators (i.e., 3 out of 5) should be baseline (score of 2,3 or 4), and no indicators should be evaluated as unsatisfactory (score of 1).

### ***Tenure***

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for tenure. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent. Thus, the majority of indicators (i.e., 3 out of 5) should be baseline (score of 2,3 or 4), and no indicators should be evaluated as unsatisfactory (score of 1).

### ***Promotion to Pedagogical Professor***

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to professor. While faculty are expected to have minimal performance at the baseline level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent. Senior faculty are expected to provide leadership in curriculum development and mentoring. For example, a pedagogical professor is typically an individual who has had significant impact on the pedagogical activities of the university, college, or department or who has achieved a regional, national or international reputation for such. Therefore, there is a sixth measure included in the *Rubric for Faculty Teaching Effectiveness Evaluation*. Thus, the majority of indicators (i.e., 4 out of 6) should be skilled or distinguished (score of 3 or 4) with no unsatisfactory scores (i.e., 1).

## Research/Creative Activities

The university does not require pedagogical faculty to engage in scholarly research; however, pedagogical faculty are encouraged to contribute to the understanding and practice of teaching and to disseminate their contributions in publications, presentations, and other forms of presentation. Contributing to the understanding and practice of teaching encompasses a broad range of activities that are directly related to pedagogical practices. Focused on the improvement of the learning process, all aspects of teaching may be the subject of these contributions including student advisement, classroom activities, assessment practices, use of technology, and many more areas. Specific examples of contributions to the understanding and practice of teaching include the development of a new advising methodology which increases student retention, creation of an assessment tool to measure student knowledge in an innovative way and exploring the use of cutting-edge technology in the classroom or field setting.

The scholarship of teaching encompasses scholarly activities, which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information on the learning process. Examples of scholarship of teaching include the development and evaluation of innovative teaching methodologies and technologies that advance the knowledge in one's discipline via dissemination through peer-reviewed articles in publications and presentations at peer-reviewed conferences. While peer-reviewed products are not required for tenure or promotion purposes for pedagogical faculty, they are not prohibited and may be an outcome of your research activities.

Dissemination of these contributions includes the following:

- Publications in teaching and related journals.
- Presentations disseminated at international, national, regional, and state conferences.
- Scholarly book or textbook and/or a chapter published in a 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 delivered at local, state, regional and national levels.
- Development of curricular guides, workbooks, or social work practice manuals.
- Grant applications, contracts for research activities, and grant and contract reports provided to funders.
- Assisting local, state, regional and national agencies by conducting program evaluation.
- Honors Theses completed by students under faculty mentorship.
- Research work that includes student researchers.
- Current ongoing research and other creative activity accepted but not yet resulting in publication, display, or presentations.

***Promotion to Pedagogical Associate Professor***

Sustained achievement appropriate to discipline for this rank in teaching effectiveness and university/public service. The university does not require pedagogical faculty to engage in scholarly research; however, pedagogical faculty are encouraged to contribute to the understanding and practice of teaching social work and to disseminate their contributions in publications, presentations, and other forms of dissemination. These need not be peer-reviewed.

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>                                     | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|--|---|--|--|--|
| Publications                                 | 3 or fewer publications* since appointment at WKU.            | 4 scholarly publications* since appointment at WKU.  | 5 scholarly publications* since appointment at WKU.  | 6 or more scholarly publications* since appointment at WKU.  |
| Scholarly Presentations                      | None to 2 scholarly products.                                 | 3 scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 4 scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 5 or more scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. |
| Grants/Contracts                             | No involvement with internal or external grants or contracts. | Submission of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of 2 or more internal or external grant/contract as PI, Co PI, or Key Personnel.  |
| Ongoing Research and other Creative Activity | No involvement with ongoing research                          | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.                                  | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                       | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                               |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or scholarship including student researchers on teaching and learning in social work.*

*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.*

**Tenure**

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>                                     | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|--|---|--|--|--|
| Publications                                 | 3 or fewer publications* since appointment at WKU.            | 4 scholarly publications* since appointment at WKU.  | 5 scholarly publications* since appointment at WKU.  | 6 or more scholarly publications* since appointment at WKU.  |
| Scholarly Presentations                      | None to 2 scholarly products.                                 | 3 scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 4 scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. | 5 or more scholarly products that may include any combination of poster/podium presentations at international, national, regional, and state conferences/meetings. |
| Grants/Contracts                             | No involvement with internal or external grants or contracts. | Submission of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of at least 1 internal or external grant/contract as PI, Co PI, or Key Personnel.   | Acceptance of 2 or more internal or external grant/contract as PI, Co PI, or Key Personnel.  |
| Ongoing Research and other Creative Activity | No involvement with ongoing research                          | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.                                  | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                       | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.                               |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or scholarship including student researchers on teaching and learning in social work.*

*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.*

***Promotion to Pedagogical Professor***

Sustained achievement appropriate to discipline for this rank in teaching effectiveness and university/public service. The university does not require pedagogical faculty to engage in scholarly research; however, pedagogical faculty are encouraged to contribute to the understanding and practice of teaching and to disseminate their contributions in publications, presentations, and other forms of dissemination.

The expectations for promotion to Pedagogical Professor are cumulative from the time of appointment as Assistant Professor in Social Work. The progression to Professor should include work that indicates sustained record of performance and the development of expertise/specialization in at least one or two areas of scholarship.

| <b>Component</b>        | <b>Unsatisfactory = 1</b>  | <b>Baseline = 2</b>   | <b>Skilled = 3</b>  | <b>Distinguished = 4</b>   |
|-------------------------|--|---|---|--|
| Publications            | Less than 5 additional publications or significant creative works (as recognized in social work) are required since submission of materials in consideration for promotion to Associate Professor.   | A minimum of 5 additional publications or significant creative works (as recognized in social work) are required since submission of materials in consideration for promotion to Associate Professor.   | A minimum of 6 additional publications or significant creative works (as recognized in social work) are required since submission of materials in consideration for promotion to Associate Professor.   | A minimum of 7 additional publications or significant creative works (as recognized in social work) are required since submission of materials in consideration for promotion to Associate Professor.  |
| Scholarly Presentations | 5 or less poster/podium presentations at international, national, regional, and state conferences/meetings presentations are required since submission of materials in consideration for promotion to Associate Professor. None of these are first authored. | A minimum of 6 poster/podium presentations at international, national, regional, and state conferences/meetings presentations are required since submission of materials in consideration for promotion to Associate Professor. At least 1 of these are first authored. | A minimum of 8 - 9 poster/podium presentations at international, national, regional, and state conferences/meetings presentations are required since submission of materials in consideration for promotion to Associate Professor. At least 2 of these are first authored. | A minimum of 10 or more poster/podium presentations at international, national, regional, and state conferences/meetings presentations are required since submission of materials in consideration for promotion to Associate Professor. At least 3 of these are first authored. |

| <b>Component</b>                             | <b>Unsatisfactory = 1</b>  | <b>Baseline = 2</b>  | <b>Skilled = 3</b>   | <b>Distinguished = 4</b>   |
|--|--|--|--|--|
| Grants/Contracts                             | No effort has been made to secure internal/external grants/contracts | Evidence of acceptance of one internal/external grant/contract as PI/Co-PI or key personnel since submission of materials in consideration promotion to Associate Professor. | Evidence of acceptance of two internal/external grant/contract as PI/Co-PI or key personnel since submission of materials in consideration promotion to Associate Professor. | Evidence of acceptance of three or more internal/external grant/contract as PI/Co-PI or key personnel since submission of materials in consideration promotion to Associate Professor. |
| Ongoing Research and other Creative Activity | No involvement with ongoing research                                 | 1 ongoing research project or creative activity underway but not yet resulting in publication, display, or presentations.  | 2 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.   | 3 or more ongoing research projects or creative activities underway but not yet resulting in publication, display, or presentations.   |

*\*Scholarly publications include but are not limited to journal articles, books, book chapters, curriculum guides, social work practice manuals, workbooks, grant/contract applications or reports, program evaluations, honors theses (mentorship), or scholarship including student researchers on teaching and learning in social work.*

*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. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

**University/College/Departmental/Program Service** includes work that contributes to the effective operation and governance of a program, department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees
- Program committees

Note: Faculty at the assistant professor rank are encouraged to not serve on the University Senate in their first three years of service at WKU. Service on the University Senate and a subsequent senate committee requires a significant time commitment. Other time intensive service activities include writing accreditation self-studies and leadership of university initiatives. It is wise for assistant professors to work with the department chair when considering new service activities.

*Additional examples of appropriate service contributions may include, but are not limited to:*

- **Department**
  - Special assignments
  - Specific Tasks and Contributions to program accreditation activities
  - Direction of program-level professional clubs and other organizations
  - Creation/maintenance of departmental advisory groups
  - Participation in department-level student recruitment activities
  - Mentoring/advising department-level student groups
  - Managing social work faculty orientations or training events
  - Development of development-level recruitment materials (print, websites, social media, etc.)
  - Participation in department-level fund raising, public relations, and marketing of department
  - Ongoing representation for department at college/university meetings and/or committee assignments

- **College**
  - Special assignments
  - Participation in college-level advisory groups
  - Participation in college-level student recruitment activities
  - Participation in college-level fund raising and public relations
  - Organizing colloquia and seminars
  
- **University**
  - Special assignments from the Department Chair/Program Director/Dean/Provost
  - Specific tasks and contributions to university-level accreditation activities
  - University-level governance
  - University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
  - University level program review
  - Organizing colloquia and seminars
  - Mentoring/advising university-level student organizations
  
- **Program**
  - Special assignments
  - Specific tasks and contributions to program accreditation activities
  - Mentoring/advising new faculty as course lead
  - Mentoring/advising program-level student groups
  - Direction of program-level internships, professional clubs and other organizations
  - Creation/maintenance of program advisory groups
  - Participation in program-level student recruitment activities
  - Development of program-level recruitment materials (print, websites, social media, etc.)
  - Participation in program-level fund raising, public relations, and marketing of programs

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of promotion materials.



**Public Service** includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer
- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-review for journal articles, chapters, etc.)

*Additional examples of appropriate public service* contributions may include, but are not limited to:

- Expert assignment or appointment to a policy advisory committee.
- 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.

***Promotion to Pedagogical Associate Professor***

A tangible record of excellent performance demonstrating increased involvement in department, college, university and public services is required for promotion to associate professor. A leadership position towards the end of the time for submission of portfolio for the Associate Professor rank is encouraged. Faculty are encouraged to demonstrate involvement in public service. Rubrics are provided to determine a numeric score and will be used in delineating indicators of service for *Pedagogical Track* faculty.

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

*\*Average annual involvement is the total number of involvements ÷ by the total number of years*

**Tenure**

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

*\*Average annual involvement is the total number of involvements ÷ by the total number of years*

***Promotion to Pedagogical Professor***

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Professor rank is the transition to active *leadership* roles within service activities and the transition to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those disciplines where public service may not be as vitally relevant/ available, a greater involvement/ leadership role(s) in service within the university is required.

| <b>Component</b>           | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|----------------------------|---|--|--|--|
| Program/Department Service | Average involvement in 0-2 committees/activities a year at the program or department level.<br>and<br>No leadership role (i.e., Committee Chair)                    | Average involvement in 3 committees/activities a year at the program or department level.<br>and<br>At least 1 leadership role (i.e., Committee Chair)                                       | Average involvement in 4 or more committees/activities a year at the program or department level.<br><br>At least 3 committees involve leadership role (i.e., Committee Chair)               | Average involvement in 5 or more committees/activities a year at the program or department level.<br><br>At least 3 committees involve leadership role (i.e., Committee Chair)                       |
| College/University Service | Average involvement in 0-2 committees/activities/year at the college or university or department/school level.<br>and<br>No leadership role (i.e., Committee Chair) | Average involvement in 3 committees/activities/year at the college or university or department/school level.<br>and<br>At least 1 committee involves leadership role (i.e., Committee Chair) | Average involvement in 3 committees/activities/year at the college or university or department/school level.<br>and<br>At least 2 committees involve leadership role (i.e., Committee Chair) | Average involvement in 5 or more committees/activities/year at the college or university or department/school level.<br>and<br>At least 3 committees involve leadership role (i.e., Committee Chair) |

| <b>Component</b> | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|------------------|---|--|--|--|
| Public Service   | Involvement in 0-1 international/national/regional/state/local committee/board /officer/ and/or professional service activities.<br>and<br>No leadership role (i.e., Board Chair) | Involvement in at least 2 international/national/regional/state/local committee/board /officer/ and/or professional service activities.<br><br>At least 1 committee involves leadership role (i.e., Board Chair) | Involvement in at least 3 international/national/regional/state/local committee/board /officer/ and/or professional service activities.<br><br>At least 2 committees involve leadership role (i.e., Board Chair) | Involvement in at least 4 international/national/regional/state/local committee/board /officer/ and/or professional service activities.<br><br>At least 3 committee involves leadership role (i.e., Board Chair) |

*\*Average annual involvement is total number of involvements ÷ total number of years since promotion to Associate Professor.*

## Instructor Faculty

\*Only the categories of Teaching and Service apply to non-tenure eligible appointments.

### Teaching

Effective pedagogy is a primary responsibility of each faculty member. Effectiveness in teaching requires the integration of knowledge, systematic organization of materials, clear and logical organization of subject matter, sensitivity to students' needs, accessibility to students, and enthusiasm manifested in the classroom. The [WKU Faculty Handbook](#) has a list of examples of teaching effectiveness.

All Social Work faculty need to demonstrate continuing evidence of teaching performance. Because teaching effectiveness is highly regarded in Social Work, faculty focus considerable time preparing for and delivering classroom instruction. The evidence to assess teaching effectiveness comes from multiple sources to include self-reflection, peer assessments, involvement in pedagogical training, and student assessments. Peer assessments and student assessments will be used by tenure and promotion committees in the collective assessment of teaching effectiveness.

- Peer assessment provides information to a faculty member to improve and evaluate his/her teaching to include activities such as effective presentations, active-learning and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, integration of service learning and other community-based learning.

Peer assessment needs to be systematic and evaluative. Department Chair/Program Directors in Social Work will observe tenure-eligible and non-tenure eligible faculty on an annual basis. In addition, at least one other peer assessment should be completed annually for these faculty members. The latter assessment should be conducted by a tenured faculty either within or outside their respective department/school, selected by the Department Chair/Program Directors. As needed, Social Work may provide training sessions/workshops to tenured faculty who may serve as peer assessors. The *Social Work Departmental Teaching Evaluation Tool* (See Appendix B) will be utilized during peer assessment sessions to provide a consistent measure.

- Student assessment includes University-administered student course evaluations (SITE) and may also document other forms of student course feedback. An evaluation of teaching effectiveness commensurate with departmental and college norms should be provided. Student feedback may include student comments on course evaluations or nominations for faculty awards.

Any additional evidence that is relevant in determining whether a faculty member is effective in teaching may be considered. Factors for consideration may include, but are not limited to the following: representative samples of evidence, such as syllabi, assessments, instructional materials; evidence of curricular development or innovation including new course development and/or significant revision; student written comment or other feedback; contributions to other instructional materials; evidence of student engagement (active learning, service learning, community-based learning experiences, involvement with internships, and/or involvement with and mentoring student research or creative projects) and professional development to improve teaching skills. A textbook authored by faculty is an important contribution to instruction and is a significant teaching tool. Thus, a textbook can be considered to be an important indicator for teaching effectiveness and will be considered as scholarship.

Other social work specific evidence of teaching effectiveness may include but is not limited to the following: Effective presentation and utilization of appropriate material, whether by lecture, discussion, assignment and recitation, demonstration, practical experience, and/or consultation with students; professional responsibility and judgment in the supervision of students and in collaboration with other professionals; adherence to legal, ethical, and professional practice standards per the NASW Code of Ethics; demonstration of current professional competence such as licensure, certification, and/or documentation of ongoing professional development; demonstration of effective pedagogical assessment procedures such as tests, clearly delineated grading practices, practice evaluations, etc.; professional responsibilities to students in terms of meeting class on time, holding regular office hours, returning assignments in a timely fashion, etc.; and effective utilization of technology and distance learning within the classroom, including the virtual classroom.

Demonstrated evidence of teaching effectiveness must include continued improvement or sustained achievement of excellence. Sustained achievement is defined as persistent effort over time. Therefore, teaching effectiveness must be demonstrated to be consistent if not improving over the period under review.

A rubric is provided to determine a numeric score and will be used in delineating indicators of teaching performance for *Instructor Track* faculty. The *Rubric for Faculty Teaching Effectiveness Evaluation* is found in Appendix C.

### ***Promotion to Instructor II***

Demonstration of excellence in one's ability to convey knowledge regarding discipline-specific expertise is required for promotion to Instructor II. This includes demonstrated evidence of continued improvement or sustained achievement with teaching effectiveness. While faculty are expected to have minimal performance at the satisfactory level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent. Thus, the majority of indicators (i.e., 3 out of 5) should be baseline, skilled or distinguished (score of 2, 3 or 4), and no indicators should be evaluated as unsatisfactory (score of 1).

### ***Promotion to Senior Instructor***

Demonstration of a *sustained* record of excellent and high-quality performance is required for promotion to Senior Instructor. While faculty are expected to have minimal performance at the satisfactory level for the categories defined in the *Rubric for Faculty Teaching Effectiveness Evaluation*, there should be evidence that teaching is overall excellent. Senior faculty are expected to provide leadership in curriculum development and mentoring. Therefore, there is a sixth measure included in the teaching effectiveness rubric. Thus, the majority of indicators (i.e., 4 out of 6) should be skilled and distinguished (score of 3 or 4) with no unsatisfactory scores (i.e., 0).



## **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. Each CHHS faculty is required to demonstrate evidence of participation in both university and public service.

**University/College/Departmental/Program Service** includes work that contributes to the effective operation and governance of a program, department, college, and the university. All faculty are expected to contribute to the academic community through committee service and participation in governance. Key involvement includes service on the following committees:

- University committees
- College committees
- Departmental committees
- Program committees

*Additional examples of appropriate service contributions may include, but are not limited to:*

- ***Department***
  - Special assignments
  - Specific Tasks and Contributions to program accreditation activities
  - Direction of program-level professional clubs and other organizations
  - Creation/maintenance of departmental advisory groups
  - Participation in department-level student recruitment activities
  - Mentoring/advising department-level student groups
  - Managing social work faculty orientations or training events
  - Development of development-level recruitment materials (print, websites, social media, etc.)
  - Participation in department-level fund raising, public relations, and marketing of department
  - Ongoing representation for department at college/university meetings and/or committee assignments
- ***College***
  - Special assignments
  - Participation in college-level advisory groups
  - Participation in college-level student recruitment activities
  - Participation in college-level fund raising and public relations

- Organizing colloquia and seminars
- **University**
  - Special assignments from the Department Chair/Program Director/Dean/Provost
  - Specific tasks and contributions to university-level accreditation activities
  - University-level governance
  - University initiatives (For example, retention and recruitment and student engagement; chair or serve on such a committee)
  - University level program review
  - Organizing colloquia and seminars
  - Mentoring/advising university-level student organizations
- **Program**
  - Special assignments
  - Specific tasks and contributions to program accreditation activities
  - Mentoring/advising new faculty as course lead
  - Mentoring/advising program-level student groups
  - Direction of program-level internships, professional clubs and other organizations
  - Creation/maintenance of program advisory groups
  - Participation in program-level student recruitment activities
  - Development of program-level recruitment materials (print, websites, social media, etc.)
  - Participation in program-level fund raising, public relations, and marketing of programs

Special Note: An individual shall not get service credit as a program coordinator if they are receiving a stipend and/or course buyout since WKU views these as formalized reassignments and not service activities. Any reassignment should be noted in assessment of promotion materials.

**Public Service** includes participation in local, regional, national, or international community activities directly related to the faculty member's profession. If a payment/stipend is received for serving in a position/role, it cannot be considered as public service.

Key involvement in public service includes participation in positions/roles such as the following:

- Officer

- Board Member
- Professional committee chairperson
- Professional committee member
- Editors/Managing Editors of peer-reviewed scientific journals and/or scholarly books and research annuals.
- Referees (peer-review for journal articles, chapters, etc.)

*Additional examples of appropriate public service* contributions may include, but are not limited to:

- Expert assignment or appointment to a 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.

A rubric is provided to determine a numeric score and will be used in delineating indicators of service for *Instructor track* faculty.

**Promotion to Instructor II**

A tangible record of excellent performance demonstrating increased involvement in department, college, university, and public service is required for promotion to Instructor II. A leadership position towards the end of the time for submission of portfolio for the Instructor II rank is encouraged. Faculty are encouraged to demonstrate involvement in public service.

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

*\*Average annual involvement is the total number of involvements ÷ by the total number of years*

**Promotion to Senior Instructor**

A tangible record of exceptional and high-quality performance demonstrating distinction, significant contribution, and sustained effectiveness in his/her field. Leadership position(s) and evidence of mentoring faculty is/are highly recommended.

A defining characteristic of university service for promotion to Senior Instructor rank is the transition to active *leadership* roles within service activities.

A defining characteristic of public service for promotion to Senior Instructor rank is the transition to active services roles *beyond the local area* (regionally, nationally, and/or internationally). In those disciplines where public service may not be as vitally relevant/available, a greater involvement/ leadership role(s) in service within the university is required.

| <b>Component</b>           | <b>Unsatisfactory = 1</b>   | <b>Baseline = 2</b>  | <b>Skilled= 3</b>  | <b>Distinguished= 4</b>  |
|----------------------------|---|--|--|--|
| Program/Department Service | Average involvement in 0-2 committees/activities a year at the program or department level. and No leadership role (i.e., Committee Chair)                    | Average involvement in 3 committees/activities a year at the program or department level. and At least 1 leadership role (i.e., Committee Chair)                                       | Average involvement in 4 committees/activities a year at the program or department level. and At least 2 committee involves leadership role (i.e., Committee Chair)                    | Average involvement in 5 or more committees/activities a year at the program or department level. At least 3 committee involves leadership role (i.e., Committee Chair)                        |
| College/University Service | Average involvement in 0-2 committees/activities/year at the college or university or department/school level. and No leadership role (i.e., Committee Chair) | Average involvement in 3 committees/activities/year at the college or university or department/school level. and At least 1 committee involves leadership role (i.e., Committee Chair) | Average involvement in 4 committees/activities/year at the college or university or department/school level. and At least 2 committees involve leadership role (i.e., Committee Chair) | Average involvement in 5 or more committees/activities/year at the college or university or department/school level. and At least 3 committees involve leadership role (i.e., Committee Chair) |

| <b>Component</b> | <b>Unsatisfactory = 1</b>  | <b>Baseline = 2</b>   | <b>Skilled= 3</b>   | <b>Distinguished= 4</b>   |
|------------------|--|---|---|---|
| Public Service   | Involvement in 0-1 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br>and<br>No leadership role (i.e., Board Chair) | Involvement in at least 2 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br><br>At least 1 committee involves leadership role (i.e., Board Chair) | Involvement in at least 3 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br><br>At least 2 committees involve leadership role (i.e., Board Chair) | Involvement in at least 4 international/national/regional/state/local committee/board /officer/and/or professional service activities.<br><br>At least 3 committee involves leadership role (i.e., Board Chair) |

*\*Average annual involvement is total number of involvements ÷ total number of years since promotion to Associate Professor.*

## **Document Approval**

Faculty approved this document at the department meeting on February 16, 2024. The vote was unanimous with 16 of 16 full-time faculty approval.

Patricia Desrosiers, PhD, LCSW  
Department Chair, Social Work

Tania Basta, PhD  
Dean, College of Health and Human Services

Robert Fischer, PhD  
Provost, Western Kentucky University

## **Appendix A: Social Work Department Electronic Portfolio Table of Contents**

Summary Accomplishments (this period's activities)

Cover Letter (highlights and purpose of portfolio)

Letter of Appointment

Curriculum Vitae

Teaching

Philosophy

SITE Evaluations (include all with comments)

Faculty Teaching Peer Observations (include all)

Development of New Instructional Procedures, Courses, or Content

Goals for Next Academic Period

Research/Creative Activity/Scholarship (if required by appointment)

Philosophy

Publications & Presentations

Research Funding (fellowships, internal & external grants, private awards)

Goals for Next Academic Period



Service

Philosophy

Goals for Next Academic Period

Professionalism and Collegiality

Annual Faculty Performance Reviews (include all)

Continuance Recommendation Memorandums (include all)

**Appendix B: Social Work Departmental Teaching Evaluation Tool**

**Social Work Departmental Teaching Evaluation Tool**

**Faculty Member Observed:** \_\_\_\_\_

**Faculty Member Completing Observation:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Date Written Evaluation Completed/Delivered** \_\_\_\_\_

**Prior to observing the class, the following actions should be completed:**

XXX Observer has received and reviewed course syllabus prior to observation.

XXX Observer has been informed how the course fits into the curriculum sequence.

NA Faculty member has discussed lesson plan or instructional goals for today's class with observer.

**Comments:**

**After observing the class, the observer provides feedback through a debriefing session.**

Feedback was provided in a debriefing session on this date \_\_\_\_\_.

**Comments:**

**During the class session, the observer will (1) rate the faculty member in the five areas identified in this document and (2) will write observations in the space provided on this form.**

**The rating scale includes five points, with one being the lowest and five being the highest. Observers may also indicate “not able to evaluate” if that is the most appropriate rating.**

### **1. KNOWLEDGE OF SUBJECT**

**Circle the number that best describes the faculty member’s knowledge of the subject.**

**1                                2                                3                                4                                5**

**In your evaluation of “knowledge of subject,” you might want to consider the following:**

- Faculty member demonstrates knowledge of subject/Instructor is well versed in subject area
- Instructor displays enthusiasm for subject

**Comments related to knowledge of subject:**

### **2. TEACHING/INSTRUCTION**

**Circle the number that best describes the faculty member’s teaching/instruction.**

**1                                2                                3                                4                                5**

**In your evaluation of “teaching/instruction,” you might want to consider the following:**

#### **Classroom environment**

- Creates a relaxed environment
- Motivates desire to learn
- Engages student interest
- Displays interest in teaching class

### **Communication in the classroom**

- Ability to field questions
- Clear articulation

### **Organization of course/class**

- Meets objectives on subject
- Organization in course outline
- Logical progression in lecture

### **Teaching Modalities**

#### ***Critical thinking***

- Engaging students' critical thinking
- Models critical thinking for students/class

#### ***Making connections***

- Connects with students' prior level of knowledge, skills, and experiences
- Connects classroom activities with outside world

#### ***Instructional Methods***

- Uses concrete examples
- Supplements lectures with meaningful exercises
- Uses multiple methods, e.g., lecture, discussion, that meet different learning styles
- Enhances course with technology, Blackboard sites etc.

### **Comments related to teaching/instruction:**

### **3. RELATIONSHIP WITH STUDENTS**

**Circle the number that best describes the faculty member's relationship with students.**

**1    2    3    4    5**

**In your evaluation of "relationship with students," you might want to consider the following:**

- Treats students with respect and expects mutual respect

- Balances guidance/ independence re: students
- Accessibility in the classroom

**Comments related to relationship with students:**

#### **4. FEEDBACK/EVALUATION**

**Circle the number that best describes the faculty member's feedback/evaluation.**

1                      2                      3                      4                      5

**In your evaluation of "feedback/evaluation," you might want to consider the following:**

- Effectively responds to students' learning progress and adjusts accordingly
- Responsive to students
- Gives appropriate feedback

**Comments related to feedback/evaluation:**

#### **5. PERSONAL QUALITIES**

**Circle the number that best describes the professor's personal qualities.**

1                      2                      3                      4                      5

**In your evaluation of "personal qualities," you might want to consider the following:**

- Positive orientation
- Promotes pride in profession
- Enthusiasm
- Approachability

- Well organized
- Flexible/ Adaptive
- Compassionate but fun

**Comments related to personal qualities:**

## Appendix C: Social Work Department Rubric for Teaching Effectiveness

### *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”.

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

| <b>Component</b>   | <b>Unsatisfactory = 1</b>  | <b>Baseline= 2</b>  | <b>Skilled = 3</b>  | <b>Distinguished = 4</b>  |
|--|--|---|---|---|
| <b>Systematic development and organization</b> of course materials including well-developed student learning outcomes aligning with student performance evaluations. | <p>Individual fails to develop and revise course content/topics, organization, and materials in response to new developments in the field.</p> <p>Syllabi fail to follow WKU guidelines.</p> <p>Syllabi fail to define student learning outcomes, means of student evaluation.</p> <p>Course material is not organized.</p> <p>Individual fails to demonstrate transparency in teaching.</p> | <p>Individual fails to do 4 of the following:</p> <p>To develop and revise course content/topics, organization, and materials in response to new developments in the field.</p> <p>To follow WKU syllabi guidelines.</p> <p>To define student learning outcomes, means of student evaluation.</p> <p>To provide organized course material.</p> <p>To demonstrate transparency in teaching</p> | <p>Individual develops and revises course content/topics, organization, and materials in response to new developments in the field.</p> <p>Syllabi follow WKU guidelines.</p> <p>Syllabi define student learning outcomes, means of student evaluation.</p> <p>Course material is somewhat organized.</p> <p>Individual inconsistently demonstrates transparency in teaching.</p> | <p>Individual systematically develops and revises course content/topics, organization, and materials in response to new developments in the field.</p> <p>Syllabi consistently follow WKU guidelines.</p> <p>Syllabi consistently define student learning outcomes, means of student evaluation.</p> <p>Course material is consistently well-organized.</p> <p>Individual consistently demonstrates transparency in teaching by explicitly specifying assignments' purpose, task, and criteria for success.</p> |
| <b>Student assessment and feedback</b> 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.  |



| <b>Component</b>  | <b>Unsatisfactory = 1</b>   | <b>Baseline= 2</b>   | <b>Skilled = 3</b>   | <b>Distinguished = 4</b>  |
|---|---|--|--|---|
| <b>Peer and Department Chair assessment and feedback from teaching observation.</b>   | 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.   |
| <b>Development of course materials developed specifically for classroom teaching.</b> | 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.  |
| <b><u>Additional Requirements for Associate to Full Professor</u></b>                 | <p>Individual does not maintain SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.</p> <p>Individual fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development).</p> <p>Individual does not mentor junior and/or part-time faculty.</p> | <p>Individual is missing 2 of the following:</p> <p>Does not maintain SITE evaluation scores showing consistent evidence of exception and high-quality performance in teaching effectiveness.</p> <p>Fails to demonstrate innovative and adaptive methods of instruction (e.g., curriculum, certificate development).</p> <p>Fails to mentor junior and/or part-time faculty</p> | <p>Individual maintains SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.</p> <p>Individual demonstrates innovative and adaptive methods of instruction (e.g., curriculum, certificate development).</p> <p>Individual occasionally mentors junior and/or part-time faculty.</p> | <p>Individual consistently maintains/increases SITE evaluation scores showing consistent evidence of exceptional and high-quality performance in teaching effectiveness.</p> <p>Individual consistently demonstrates innovative and adaptive methods of instruction (e.g., curriculum, certificate development).</p> <p>Individual regularly mentors junior and/or part-time faculty.</p> |