

Academic Affairs
Faculty Senate

DEPARTMENTAL/SCHOOL GUIDELINES FOR THE EVALUATION OF PROBATIONARY AND TENURE TRACK FACULTY, INCLUDING POST-TENURE REVIEW

SCHOOL OF SOCIAL WORK FAM 651.576

I. OVERVIEW

Each academic department/school has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of teaching, research, scholarly, and creative contributions, and service contained in the ***Procedures and Criteria for Performance Review and Periodic Evaluation***. These discipline-specific guidelines must strictly conform to the university-wide criteria, and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental/school guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of teaching, research, scholarly, and creative contributions and service.

II. GUIDELINES

1. Teaching

Departments may describe, in general terms, instructional techniques or pedagogical approaches which are perhaps better suited for the discipline/program. Each faculty member may have the option of including Student Assessment of Supervisory Effectiveness (SASE) results to help assess teaching effectiveness. The departmental/school SASE form is shown in Attachment 1.

III. PROCEDURE FOR APPROVAL

Department Chairs/School Directors are responsible for ensuring that the guidelines are developed, or amended, with the full participation of all tenured and tenure-track faculty

in the department/school and in consultation with the appropriate College Dean. Guidelines and any subsequent modifications must receive approval from a majority of the Department/School faculty, and approval through the normal faculty senate process, prior to implementation. Faculty senate consideration shall be limited to determining whether or not the proposed guidelines fall within the general parameters of the Procedures and Criteria for Performance Review and Periodic Evaluation document.

IV. DISTRIBUTION OF GUIDELINES

Department Chairs/School Directors are responsible for distributing copies of department/school guidelines each Fall to faculty involved in the review process. For new faculty, Chairs/Directors shall both provide a written copy of the guidelines and meet with the individuals to discuss the content of guidelines.

Attachment 1

STUDENT ASSESSMENT OF SUPERVISORY EFFECTIVENESS

School of Social Work

No.	Point to Evaluate	Excellent	Good	Fair	Poor
1.	Rate how well your liaison made themselves available to you for consultation and problem solving as necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Rate how well prepared your liaison was to address client, agency, procedural or other field issues that were important to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Rate the quality of the feedback that you received on your learning agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Rate how well your liaison was able to hear, understand, and assess any questions, issues, or concerns that you may have had regarding your field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Rate how well your liaison responded to questions, issues, or concerns you raised regarding your field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Rate your liaison's ability to mediate any difficulties or differences in expectations among you, the agency, and the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Rate the level of your liaison's ability to facilitate your	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

field learning

8. Rate the quality of the feedback that you received

regarding your progress from your liaison during their visits to your field agency

9. Rate the quality of assistance that your liaison provided in addressing any special academic needs that you presented

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10. Rate the overall effectiveness of your liaison

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