School of Social Work
Illinois State University

SCHOOL FACULTY STATUS COMMITTEE GUIDELINES
(Revised January 17, 2006)
(Previous Guidelines Approved by the
College Faculty Status Committee,
November 16, 2004)

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

MEMBERSHIP OF THE SFSC

The SFSC is comprised of five (5) elected faculty (excluding the Chair, i.e., the Director of the School). The majority will be tenured faculty, and at least one of whom will be a pre-tenured faculty person. All members, excluding the Chair, serve for two-year, staggered terms.

Electing Members for the SFSC:

1. A call for nominations for election to SFSC membership will be made by the Director of the School of Social Work during the first week of March by e-mail for terms to begin August 15 of the same calendar year.
2. Nominations, including self-nominations, should be submitted to the Director by e-mail by March 21.
3. Elections will be conducted by written ballot distributed by e-mail.
4. Faculty members on leave due to sabbaticals, paid leaves, or grants shall retain voting privileges. They may vote by absentee ballot or by proxy.
5. The faculty member serving as the School’s Election Coordinator (appointed by the Director) shall prepare and distribute the ballot by April 1, collect and tally the votes, and announce the results by e-mail by May 1.
6. If no candidate receives a majority of the votes for an SFSC term, a run off election will be conducted during April between the two candidates who received the highest number of votes.

7. An un-expired term of an SFSC member will be filled by a special election, if the resignation occurs more than 30 days prior to the next regularly scheduled election. The person elected will serve for the remainder of the uncompleted term.

8. A faculty member on leave from the University may elect to serve or to be replaced pro tem by election of the faculty.

**ANNUAL ASSIGNMENT LETTERS**

Faculty members will receive annual assignment letters from the Director of the School in May of each year for the following academic year. Each letter specifies the faculty member’s teaching assignment for the upcoming academic year. Although the university expects high quality performance in the three categories of achievement: teaching, scholarship, and service (Faculty ASPT Policies VII. A, Effective January 1, 2005,), a faculty member may be released from performance expectations in one or more categories for a major administrative assignment, leave, or buy-out from a grant or contract.

**ANNUAL PERFORMANCE EVALUATIONS**

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

**EVALUATION PROCESS**

The SFSC will annually evaluate the evidence of scholarship, teaching, and service performance submitted by each faculty member, including the explanatory narrative, the current curriculum vitae, and supporting documentation of reported
activities. Faculty members receive performance ratings of either “unsatisfactory” or “meritorious” in each category of achievement. A description of how to demonstrate “meritorious” performance is given below. A rating of “unsatisfactory” indicates failure to meet the expectations for meritorious performance.

— **Teaching Activities.** Meritorious teaching performance is demonstrated through active involvement in furthering the learning of students and social work practitioners. Factors used to evaluate meritorious teaching are listed on pages 47-48 in the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005.

- **Scholarship Activities.** Meritorious performance of scholarship is demonstrated through active involvement in the production and dissemination of knowledge. Factors used to evaluate meritorious scholarly productivity are listed on pages 48-49 of the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005.

— **Service Activities.** Meritorious performance of service is demonstrated through active involvement in contributions to and leadership in the University, profession, and community. Factors used to evaluate meritorious service are listed on pages 49-50 of the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005.

**Faculty Curriculum Vitae**

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

**Other Supporting Documentation**

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

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

ANNUAL EVALUATION LETTERS

Each faculty member will receive a letter from the SFSC reporting the committee’s evaluation of his or her annual performance based on the evaluation criteria below. For probationary faculty, the letter will include an assessment of the faculty member’s progress toward tenure and promotion.

MID-PROBATIONARY REVIEW

Each candidate for promotion and tenure will undergo a mid-probationary review conducted by the School Faculty Status Committee in the second semester of the candidate’s third year in order to assess the candidate’s progress toward tenure and promotion.

The mid-probationary review materials should be prepared using the College of Arts and Sciences Tenure and Promotion Application with the exception of the “Summary of Quantitative Responses” table included in Section IV G, Student Evaluation of Teaching. The mid-probationary review also should include narrative summaries of scholarship and service in addition to the narrative summary of teaching included in Section IVA of the Application.

In the event that a faculty member has been awarded credit toward tenure upon hire, the mid-probationary review will occur at the mid-point between hire and tenure.

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

In addition to the evaluative criteria described in Illinois State University’s *Faculty, Appointment, Salary, Promotion and Tenure Policies* pamphlet effective January 1, 2005, below is a brief outline of scholarship, teaching, and service principles and activities particularly valued by the School at the Assistant Professor, Associate Professor, and Professor ranks. Faculty members’ scholarship, teaching, and service performance is expected to evolve over the course of their academic careers.

“The attainment of successively higher academic ranks at Illinois State University marks professional growth and the achievement of status within a discipline. Further, such status is generally expected to be demonstrated by a sustained record of professional competence.” (Faculty ASPT Policies VIII.A, Effective January 1, 2005.)

**(A) PRINCIPLES AND SCOPE OF SCHOLARSHIP**

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

**Scholarship Activities**

The School of Social Work fully recognizes and supports all of the guidelines and criteria for evaluation of scholarship listed on page 48-49 in the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005.

- Appointment as Assistant Professor

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

- Tenure and Promotion from Assistant Professor to Associate Professor

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

**External Review**

The following policy will be implemented only if the College requirement of including external reviewers’ assessment in promotion and tenure materials is approved by the University Review Committee (URC) and will be modified if the URC approves a less stringent review.

Each candidate for promotion or tenure shall have her/his scholarship evaluated by at least three scholars in the candidate’s scholarly area. The following process shall be used in securing external reviews:

1. By April 15th of the year in which the candidate is considered for tenure/promotion, the candidate will provide the School Director with a list of 6 potential reviewers, along with a brief description of the scholars’ qualifications.

2. Reviewers shall be established scholars in the scholarship/research area(s) of the candidate.

3. Reviewers may not be current colleagues and may not have been co-authors nor have personal affiliation with the candidate.
4. The Director shall contact the scholars in the order recommended by the candidate until three scholars have agreed to serve as reviewers.

5. The Director shall send a packet containing the scholarly work of the candidate to each of the reviewers.

6. Reviewers will be asked to write a letter responding to the following:

   - Quality of the scholarship
   - Contributions of the scholarship to the discipline
   - Scholarly productivity compared to other scholars at this level of professional development

7. Reviewers will be asked to submit their comments no later than September 1 of the year of the candidate’s tenure/promotion review.

- Promotion from Associate Professor to Professor

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

(B) PRINCIPLES AND SCOPE OF TEACHING

- High quality teaching performance consistent with the School's mission statement and philosophy.
- Service learning projects that connect theory to practice.
- Teaching innovations that further student and/or professional learning and/or enhance teaching competence.
- Interdisciplinary teaching.
- Professional continuing education, including in-service training, conference presentations, and workshops.

Teaching Activities
The School of Social Work fully recognizes and supports all of the guidelines and criteria used for evaluation of teaching listed on pages 47-48 in the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005.

- **Appointment as Assistant Professor**

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

- **Tenure and Promotion from Assistant Professor to Associate Professor**

For tenure and promotion to Associate Professor, faculty members must provide evidence of high quality teaching that effectively communicates relevant knowledge and provides high quality educational experiences for students. Evidence must be presented in a teaching portfolio that includes “a summary of student teaching evaluation results placed in the context of [School] norms, a summary of the results of a second [School-] determined method of evaluating teaching, and examples of course material. The portfolio also may include a reflective statement of teaching philosophy and evidence of student learning based upon the candidate’s work,” (College of Arts and Sciences ASPT Standards, 2005). The School has determined that any of the “Factors Used for Evaluation of Teaching” (ASPT Policies, pp.47-48) may serve as the second method of evaluation. Additional evidence of high quality teaching may include: evaluations of workshops and in-service training, curricula, outcomes of collaborative/interdisciplinary teaching projects, mentoring other faculty, and supervision of practicing professionals.

- **Promotion from Associate Professor to Professor**
For promotion to Professor, faculty members must provide evidence of teaching skills for engaging and stimulating student learning. Evidence of high quality performance must be presented in a teaching portfolio that includes “a summary of student teaching evaluation results placed in the context of [School] norms, a summary of the results of a second [School-] determined method of evaluating teaching, and examples of course material. The portfolio also may include a reflective statement of teaching philosophy and evidence of student learning based upon the candidate’s work,” (College of Arts and Sciences ASPT Standards, 2005). Additional evidence of high quality teaching may include: evaluations of workshops and in-service training, curricula, collaborative/interdisciplinary teaching projects, mentoring other faculty, and supervision of practicing professionals.

(C) PRINCIPLES AND SCOPE OF SERVICE

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

Service Activities

The School of Social Work fully recognizes and supports all of the guidelines and criteria for evaluation of service listed on pages 49-50 in the ISU pamphlet titled, *Faculty Appointment, Salary, Promotion, and Tenure Policies*, Effective January 1, 2005. We also recognize the following additional service activities:

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

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

• Tenure and Promotion from Assistant Professor to Associate 
  Professor

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

9.  Promotion from Associate Professor to Professor

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

SALARY POLICIES AND PROCEDURES

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

In accord with ISU ASPT policies, the University reserves some of the raise pool (no more than 10%) for administrative adjustments, including promotions. Twenty percent (20%) of the School’s allotment is computed by the Provost’s Office to be distributed as a standard increment to each raise-eligible faculty (Faculty ASPT Polices XII.A.2b, Effective January 1, 2005). Raise eligible faculty members have received a “meritorious” or better performance rating in two or more categories of achievement.

The remaining 80% of funds allocated to the School will be used for performance-evaluated salary increments to recognize first, the meritorious performance of all raise-eligible faculty and second, exemplary performance in the current evaluation year, longer-term contributions, and inequity in salaries (for example, from salary compression). It is anticipated that the percentage and dollar amount of raises will differ across faculty.

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

Each SFSC member will leave the meeting when his or her salary raise is being discussed. Faculty members who “believe that the SFSC did not fairly recognize their contributions in the salary review process may petition the dean who may use administrative increment funds to address such inequities” (College of Arts and Sciences ASPT Standards, 2005).