

Appalachian State University

Department of Social Work

POLICY ON ANNUAL REVIEW AND PROMOTION FOR LECTURERS AND SENIOR LECTURERS

Context and Philosophy

Faculty members in the Department of Social Work aspire to career development, promotion, and tenure in the context of the expectations set by the University of North Carolina System, Appalachian State University, the Beaver College of Health Sciences (BCHS), the Department of Social Work, and the profession of Social Work. Guided by an overarching framework of social and economic justice, “the mission of the Department of Social Work is to educate professional social workers who actively work towards a sustainable and just society, focusing on the well-being and empowerment of the vulnerable and oppressed” (Department of Social Work, 2022, Mission section, para. 1). Further, “we partner with Appalachian and global communities to advance social, economic, and environmental justice for all people” (Department of Social Work, 2022, Mission section, para. 1).

The undergraduate (BSW) and graduate (MSW) degree programs offered in the Department are accredited by the Council on Social Work Education (CSWE). As such, the Department must adhere to the Educational Policy and Accreditation Standards (EPAS) set forth by CSWE. The entire faculty is engaged in the ongoing need to maintain adherence to accreditation standards. Social work educators reflect CSWE’s standards and expectations through their teaching, scholarship (as applicable), internal and external service activities, and demonstration of professional ethics and behaviors. Faculty also embrace the National Association of Social Workers (NASW, 2021) Code of Ethics, which outlines the profession’s six core values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. All faculty members in the Department of Social Work, regardless of their educational and professional background, are expected to model and adhere to the NASW Code of Ethics.

Thus, faculty members in the Department of Social Work are expected to demonstrate effort, achievement, and potential in teaching, scholarship (as applicable), and service. As noted above, service is a core value of the social work profession. As such, social work faculty members are expected to engage in more service than may be expected of faculty members in other disciplines. Faculty members are expected to conduct themselves as professional social workers and model and adhere to the values and ethics of the profession. They are expected to participate in the maintenance of CSWE accreditation. This contextual perspective is reflected in the following guidelines for career development, promotion, and tenure.

Adopted on November 2, 2022

Performance Standards

All faculty, including Lecturers and Senior Lecturers, must hold the qualifications and meet the performance standards outlined in the Appalachian State University Faculty Handbook.

Support of the organizational missions and adherence to the values and ethics of the profession and CSWE standards serve as the overarching framework for teaching, scholarship, and service activities. These are the primary performance standards and must be met in addition to the standards set forth below.

Faculty members in the Department of Social Work are encouraged to enjoy academic freedom and successful, fulfilling careers, while meeting certain objective criteria. The following standards for Social Work Professionalism and Adherence to the NASW Code of Ethics, teaching, and service define Benchmark Indicators (BI) that must be met at the Lecturer and Senior Lecturer review levels. Additional Indicators (AI) are also included, and are intended to be suggestive, not exhaustive.

Faculty members may seek guidance from the Department Chair and/or the Departmental Personnel Committee (DPC) regarding the applicability of other relevant indicators. The Department Chair may indicate his or her opinion regarding applicability as part of the faculty member's Annual Performance Review document, or by email communication to the faculty member. The DPC may indicate their opinion regarding the applicability of such an indicator by email communication with the faculty member seeking guidance.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one's career, changing interests, needs, and opportunities may result in the modification of a faculty member's role; the percentage of effort and expectations should be adjusted accordingly.

Lecturer

All BI across professionalism, teaching, and service + AI as noted in each area

Senior Lecturer

Lecturer achieved + all BI across professionalism, teaching, and service + AI as noted in each area

Evaluation of all performance standards should be measured by a convergence of objective and subjective criteria.

Annual Reviews by the Department Chair will focus on the development of effort, achievement, and potential in professionalism, teaching, scholarship (as applicable), and service, and are designed to evaluate and track faculty members' progress in career development. Any changes in

role or percentage of effort expected should be discussed and noted at this time. Any strengths or concerns regarding social work professionalism and adherence to values, ethics, and CSWE standards should also be noted during Annual Reviews. Acceptable faculty development and performance as documented through these reviews should lead to successful achievement of the career milestones.

Annual reviews will also comply with Appalachian State University and BCHS standards, including, but not limited to, format, ratings, merit, and faculty workload.

Social Work Professionalism and Adherence to the NASW Code of Ethics

As noted in the Context and Philosophy, above, Social Work faculty members are expected to conduct themselves as professional social workers, modeling and adhering to the NASW Code of Ethics. Collegiality is expected as an important part of professional behavior.

Social Work Professionalism and Adherence to the NASW Code of Ethics is a necessary, but not sufficient, condition for promotion.

Faculty members are expected to continuously maintain the BI throughout their academic careers in the Department of Social Work.

| | Lecturer | Senior Lecturer |
|-----------------------------|--|------------------------|
| Benchmark Indicators | <p>Appropriately represents the social work profession in interactions with students, colleagues, and community members</p> <p>Consistent observation of social work values, ethics, and professionalism in all settings</p> | |

Teaching

The ultimate goal of high-quality teaching is a high-quality learning experience; any attempts to measure teaching are apt to fall short of measuring the actual learning that occurred. Because of this paradox surrounding teaching and learning, it is important for faculty to demonstrate a convergence of several measures to attempt to more accurately reflect the total teaching and learning experience. These measures include student evaluations, peer evaluations, chair and annual evaluations, faculty self-evaluations, and may also include evaluations by reviewers external to the department. To the extent that all of these measures are positive and congruent, there can be greater confidence that high quality teaching has occurred; additionally, absent more direct measures of learning, there is the hope that this teaching has been translated into a meaningful and quality learning experience that leads to successful students who demonstrate a long-term impact in their behavior as a result of faculty members.

To promote this high-quality teaching, several features must be evidenced by the Department of Social Work and faculty members. First, all faculty members must be guaranteed an atmosphere of academic freedom. This means that, while faculty members must integrate CSWE standards and departmental standards into their courses, they must also be encouraged to develop their own teaching philosophy and teaching style, and to use their own life and professional experiences in a creative process that culminates in successful and meaningful courses. Second, faculty members must demonstrate that they are continuously responsive to all of the evaluation measures described above and modify their courses to reflect this feedback. They must also show growth and progression in teaching practices over time. Third, faculty members must be available to students and actively engaged with them in their learning process. Finally, the department will recognize teaching activities that require extra effort and time, such as teaching large sections, preparing courses new to the faculty members, and developing new courses for the department.

The actual proportion of time spent on teaching is evaluated on an annual basis with the department chair. The time/effort allocation should be adjusted to accurately reflect departmental and other needs and the faculty member's activities.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one's career, changing interests, needs, and opportunities may result in the modification of a faculty member's role; the percentage of effort and expectations should be adjusted accordingly.

Teaching Table – Typically 85% Effort

| | Lecturer | Senior Lecturer |
|--|---|---|
| Benchmark Indicators | <p>Convergence of measures (student evaluations, peer evaluations of teaching, and chair/annual evaluations) indicates continued growth and development</p> <p>Course evaluations demonstrate progress towards meeting or maintaining departmental expectations, taking into account new preps, class dynamics, course content, etc.</p> <p>Seeks opportunities for development and/or mentoring</p> <p>Meets with advisees and/or student mentees as needed</p> <p>Posts and maintains office hours according to university and departmental policies</p> <p>Develops a philosophy of teaching.</p> <p>At least one additional indicator</p> | <p>Has a well developed teaching philosophy</p> <p>Mentors faculty in teaching</p> <p>At least two additional indicators</p> |
| Additional Indicators (suggestive not exhaustive) | <p>Utilizes programs for continued development, such as those offered by the Center for Excellence in Teaching and Learning for Student Success</p> <p>Contributes to departmental curriculum development</p> <p>Uses rubrics in grading</p> <p>Uses technology to enhance courses</p> <p>Provides peer evaluation of teaching for other faculty</p> <p>Modifies courses based on an integration of CSWE standards,</p> | <p>Redesigns an existing course to incorporate CSWE standards</p> <p>Utilizes creative teaching strategies to enhance learning and assessment</p> <p>Receives recognition/award for teaching</p> <p>Develops a new course</p> <p>Directs an independent study</p> <p>Leads a study abroad course</p> <p>Teaches an honors section of a course</p> <p>Recognition as an authority in a content</p> |

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| | departmental policies, evaluations, teaching philosophy, teaching style, experience, and creativity Other relevant indicators | area within the department and/or beyond the department Participates in interprofessional teaching opportunity Serves as lead instructor in a course and provides support and mentoring to faculty teaching that course Other relevant indicators |
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Service

As noted in the Context and Philosophy, above, service is a core value of the social work profession. As such, social work faculty members are expected to engage in more service than may be expected of faculty members in other disciplines. A standard allocation of 15% for service is indicated for non-tenure-track faculty members. Service contributions will vary widely based on individual skills, interests, stage of career development, and departmental need and will be taken into consideration when reviewing teaching criteria.

The actual proportion of time spent on various service activities and progress in service areas is evaluated on an annual basis with the department chair. The time/effort allocation should be adjusted to accurately reflect departmental and other needs and the faculty member's service activities.

Areas of service include the department, university, profession, and community (state, national, international). Service includes administrative and leadership roles, which can take more time than typical service expectations. Service contributions require documentation.

Faculty members are expected to continuously build upon previous work, they will be recognized for that effort, and each column of BI and AI in the tables below will subsume the previous columns. Faculty members who exceed expectations and engage in columns beyond their appointment level should be recognized for their efforts as well.

It is also recognized that over the course of one's career, changing interests, needs, and opportunities may result in the modification of a faculty member's role; the percentage of effort and expectations should be adjusted accordingly.

Service Table – Typically 15% Effort

| | Lecturer | Senior Lecturer |
|--|--|---|
| Benchmark Indicators | <p>Actively participate in departmental faculty meetings and discussions</p> <p>Departmental ad hoc service as needed</p> <p>Service on 1 major department committee</p> <p>At least one additional indicator</p> | <p>Engagement in leadership, mentorship, and service that promotes the development of faculty, department, college, and university</p> <p>Engagement in advocacy/leadership, and service that addresses issues relevant to the community/profession</p> <p>At least two additional indicators</p> |
| Additional Indicators (suggestive not exhaustive) | <p>Advising/involvement in student organizations and programs</p> <p>Presentation(s) for public service</p> <p>Presentation(s) and/or consulting for an external community agency or a professional conference</p> <p>Participation in the organization of a professional conference/meeting</p> <p>Maintains appropriate professional licensure and/or certification</p> <p>Maintains membership in civic, community, or government organization</p> <p>Service/membership on a regional, state, or local committee</p> <p>Volunteer service in the community</p> | <p>Participates in recruitment and/or scholarship activities for prospective students</p> <p>Serves on more than 1 departmental committee</p> <p>Serves in a leadership role for a departmental, college or university committee or project</p> <p>Serves on a college- or university-level committee</p> <p>Chairs 1 or more departmental or ad hoc committees</p> <p>Serves as a departmental program director</p> <p>Administrative role(s) within the department, college, or university</p> <p>Obtains non-research related funding for department, college, university, or program</p> <p>Serves on UNC system committee or task force, or officer of an external faculty organization</p> <p>Nominated for service award</p> <p>Leadership in or distinguished service to the community or profession (e.g., member of a committee, board, panel, task force, or commission)</p> |

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| Other relevant indicators | <p>Serves as a consultant to civic, community, government, educational, or clinical organizations</p> <p>Engages in advocacy efforts to promote social and economic justice</p> <p>Other relevant indicators</p> |
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References

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