

Teaching effectiveness includes in classroom and out of classroom efforts in the School of Social Work and university that support the mission and goals of social work education as defined by the Council on Social Work Education.

TEACHING

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
<p>General Statement</p> <p>Teaching performance</p>	<ul style="list-style-type: none"> • Demonstrates competence in teaching activities • Receives positive peer and student evaluations of classroom and/or field instruction <p>Demonstrates creativity in teaching (materials, use of experiential Exercises, etc.)</p>	<ul style="list-style-type: none"> • Demonstrates competence in teaching activities • Chairs student project and thesis committees • Receives “Good” and above student evaluation ratings of teaching • Contributes to development of new courses, and major revisions existing courses. 	<ul style="list-style-type: none"> • Demonstrates above average quality in teaching activities • Chairs student projects and/or thesis committees • Receives “Good” and above ratings by students and peers for classroom and clinical teaching • Demonstrates mature level of critical thinking and knowledge in the field • Shares expertise with students at a level appropriate to their stage of professional development 	<ul style="list-style-type: none"> • Demonstrates excellence and leadership in the development of creative teaching strategies • Chairs student project, thesis, and dissertation committees • Receives “Very Good” to “Excellent” ratings by students and peers for classroom teaching • Contributes to the subsequent performance and professional development of graduates
<p>Dissemination about knowledge of teaching and learning</p>	<ul style="list-style-type: none"> • Applies research and educational innovations to curriculum and teaching • Encourages social work professional development 	<ul style="list-style-type: none"> • Evaluates research findings for application in teaching • Shares information related to curriculum or teaching through publications • Facilitates the professional development of advisees 	<ul style="list-style-type: none"> • Shares information related to curriculum or teaching through peer reviewed publications • Serves as a consultant to promote the scholarship of teaching • Mentors colleagues and students in their professional role Development • Assists colleagues to become more effective teachers and is a role model of teaching Effectiveness 	<ul style="list-style-type: none"> • Acts as a leader in promoting the scholarship of teaching • Shares information related to curriculum or teaching through peer reviewed publications and presentations • Serves as a consultant to other educational institutions to promote the scholarship of teaching • Serves as faculty sponsor and mentor for postdoctoral fellows and visiting scholars

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
				<ul style="list-style-type: none"> ▪ Mentors the professional development of colleagues across disciplines and at multiple levels of expertise ▪ Provides expert teaching services beyond the school such as visiting professor or invited scholar ▪ Provides consultation as a site visitor to evaluate educational effectiveness of other institutions
Using new approaches to teach	<p>Seeks to improve teaching through the Center for Teaching and Learning, the Scholarship for Teaching and Learning program and other professional development programs</p> <ul style="list-style-type: none"> • Uses innovative teaching strategies including distributive and service learning strategies to create a community of learners • Contributes to development of new courses and revisions of existing courses 	<p>Seeks to improve teaching through the Center for Teaching and Learning, the Scholarship for Teaching and Learning program and other professional development programs</p> <ul style="list-style-type: none"> • Participates in the development of innovative teaching strategies including distributive and service learning strategies to create a community of learners • Contributes to development of new courses, major revisions of 	<p>Seeks to improve teaching through the Center for Teaching and Learning, the Scholarship for Teaching and Learning program and other professional development programs</p> <ul style="list-style-type: none"> • Develops innovative teaching strategies including distributive and service learning strategies to create a community of learners • Develops new courses, major revisions of existing courses, and programmatic curriculum design 	<p>Seeks to improve teaching through the Center for Teaching and Learning, the Scholarship for Teaching and Learning program and other professional development programs</p> <ul style="list-style-type: none"> • Provides leadership in development and evaluation of innovative teaching strategies including distributive learning and service strategies to create a community of learners
Reflects social work practice in teaching	<ul style="list-style-type: none"> • Uses expertise from social work practice to enrich student's understanding of course content • Attends professional development conferences/workshops to stay current in teaching area 	<ul style="list-style-type: none"> • Uses expertise from social work practice to develop practice Last printed 12/15/2006 4:31 PM, relevant curriculum and prepare competent BSW/MSW graduates Attends professional development conferences/workshops to stay current in teaching area 	<ul style="list-style-type: none"> • Uses expertise from social work practice to develop relevant curriculum, and prepare Competent BSW/MSW graduates • Attends professional development conferences/workshops to stay current in teaching area 	<ul style="list-style-type: none"> • Provides leadership in the • Uses expertise from social work practice to develop visionary curriculum addressing future trends in practice

Culturally diverse student body and curriculum	<ul style="list-style-type: none"> • Participates in the development, retention, and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity • Provides course content that reflects cultural diversity related to clients and the profession 	<ul style="list-style-type: none"> • Promotes the development, retention, and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues 	<ul style="list-style-type: none"> • Actively participates in activities which promote the recruitment, retention, and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse 	<ul style="list-style-type: none"> • Leads activities to promote the recruitment, development, retention, and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse
		<ul style="list-style-type: none"> • Provides course content that reflects cultural diversity related to clients and the profession 	<ul style="list-style-type: none"> philosophical positions on issues • Develops course content that reflects cultural diversity related to clients and the profession 	<ul style="list-style-type: none"> philosophical positions on issues • Provides consultation on the development of course content that reflects cultural diversity related to clients and the profession
Funded support for teaching efforts		<ul style="list-style-type: none"> • Participates in the initiation and implementation of grants and other funded projects to advance teaching • Contributes to activities related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning 	<ul style="list-style-type: none"> • Submits and acquires grants or other funding mechanisms, which advance the teaching mission • Initiates activities related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning 	<ul style="list-style-type: none"> • Provides leadership for and/or Submits and acquires grants or other funding mechanisms which advance the teaching mission • Leads projects related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning

Evidence for teaching effectiveness is provided through student and peer evaluations and teaching portfolios when available.

- Student evaluations: Ratings on standardized University forms or other evaluation forms
- Peer evaluations:
 - Evaluation of course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials
- Teaching portfolios:
 - Evaluation of course syllabus
 - Examples of lectures, seminar-facilitation notes, or web-based/CD-ROM materials

Evaluation of Teaching will include a review of the teaching activities and contributions (see above descriptions) that the faculty member has made to the University, the School of Social Work, and the profession of social work. The evaluation process will include a review of faculty portfolios that include student evaluations, course syllabi, study materials, learning experiences, sample lectures, bibliographies and audiovisual materials. The following schema provides more specific direction for evaluation of faculty in the area of Teaching.

In order to achieve an **Outstanding** evaluation in Teaching, during an academic year, the faculty member demonstrate competence in teaching by having

“good” to “excellent” course evaluation ratings from at least 60% of the classes (average of the classes) and generally positive comments in the open ended portion of the student comments—recognizing the serious limitations of these evaluations as a reflection of the teaching process.

And at least three of the following

1. serves as chair/mentor of a student’s project (thesis, research project or dissertation)
2. contributed to the development of at least one new course or made major revisions in an existing course
3. demonstrate creativity/innovation in course development
4. actively participates in the School of Social Work’s curriculum process
5. chairs a curriculum sequence
6. mentors adjuncts and other colleagues in teaching effectiveness
7. serves as a consultant to other educational institutions
8. submits and acquires grants or other funding which advance the teaching mission

1. In order to achieve an **Above Satisfactory** evaluation in Teaching, a faculty member must adequately perform all teaching assignments made by the Director during an academic year and

“good” to “excellent” course evaluation ratings from at least 50% of the class (average of the classes) and generally positive comments in the open ended portion of the student comments—recognizing the limitations of these evaluations as a reflection of the teaching process.

In addition perform at least three of the following:

1. serves as chair/mentor of a student’s project (thesis, research project or dissertation)

2. contributed to the development of at least one new course or made major revisions in an existing course
3. demonstrate creativity/innovation in course development
4. actively /participates in the School of Social Work's curriculum process
5. chairs a curriculum sequence
6. mentors adjuncts and other colleagues in teaching effectiveness
7. serves as a consultant to other educational institutions
8. submits and acquires grants or other funding which advance the teaching mission

In order to achieve a **Satisfactory** evaluation in Teaching, a faculty member must perform teaching assignments made by the Director during an academic year. In addition, the faculty member must at least receive

“good” to “excellent” course evaluation ratings from at least 50% of the class (average of the classes) and generally positive comments by students in the open ended section –recognizing the limitations in students evaluations as a measure of teaching

Plus two of the following:

1. serves as chair/mentor of a student's project (thesis, research project or dissertation)
2. contributed to the development of at least one new course or made major revisions in an existing course
3. demonstrate creativity/innovation in course development
4. actively participates in the School of Social Work's curriculum process
5. chairs a curriculum sequence
6. mentors adjuncts and other colleagues in teaching effectiveness
7. serves as a consultant to other educational institutions
8. submits and acquires grants or other funding which advance the teaching mission

Faculty members are expected to meet their classes as scheduled and to either give a final exam during the scheduled final exam period or another comparable assignment and to submit and follow a syllabus that follows the current university guidelines regarding syllabi and to provide a copy of this to the department office.

A faculty member will receive a **Conditional** evaluation in Teaching if s/he poorly performs in teaching assignments made by the Director during an academic year (e.g., consistently receives 'fair' to 'poor' student evaluations). Some evidence of poorly performing teaching assignments includes failure to meet classes in a responsible manner, failure to return papers on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

A faculty member who fails to perform, or chronically demonstrates poor performance of, Teaching assignments made by the Director during an academic year will receive an **Unsatisfactory** rating in teaching (e.g., does not carry out teaching responsibilities in a responsible manner.)

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