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| **College** | **Watts College of Public Service and Community Solutions** |
| **Unit** | **The School of Social Work** |
| **Document** | **POLICY MANUAL** |

**Unit and college approval**

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|  |  |
| **Vice Provost for Academic Personnel** | **Date** |

**ARIZONA STATE UNIVERSITY**

**COLLEGE OF PUBLIC SERVICE & COMMUNITY SOLUTIONS**

**SCHOOL OF SOCIAL WORK**

**POLICY MANUAL**

**Approved by the faculty assembly of the school of 4/27/2015**

**Approved by the dean on 6/1/2015**

**Revised June 2023**

**Dean Approved 2022**

**As of June, 2023~~As of 4-30-2015~~**

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**SWK 102**

**Governance**

**Effective 8/18/1986**

**Revised 5/2000**

**Reaffirmed 10/05/2022**

**Dean Approved 6/1/15**

**Dean Approved 1/3/2023**

**~~SWK 102~~**

**~~Governance~~**

**~~Effective 8/18/1986~~**

**~~Revised 5/2000~~**

**PURPOSE**:To Establish Parameters for Faculty Governance.

**SOURCES**:School of Social Work Faculty Council

Conditions of Faculty Service

**APPLICABILITY**: All Faculty, School of Social Work

**POLICY**: Faculty Council/Governance

The Faculty in 1982 reaffirmed its acceptance of a Faculty Council to provide an organizational vehicle for the faculty.

Faculty have a duty to share the responsibilities and obligations of governance and administration of the University as provided for by the Board in the Conditions of Faculty Service (ACD 501) and other policy statements.

**SWK 103**

**Committee Structure**

**Effective 8/20/90**

**Revised 2/4/00**

**Revised 1/19/22**

**Dean Approved 1/3/2023**

**~~SWK 103~~**

**~~Committee Structure~~**

**~~Effective 8/20/90~~**

**~~Revised 2/4/00~~**

**~~Dean Approved 6/1/15~~**

**PURPOSE:** To establish guidelines for committee participation and structure

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty in the School of Social Work

**POLICY:** Guidelines for committee participation

1. Faculty of the School of Social Work serve on committees at all levels, within the School, the College, and the University. Such participation falls under the workload area of service.

2. In cases where a request for appointment to a University or College Committee is received by the Director’s Office, the Faculty Council may be solicited to recommend committee members to the Director.

3. Committee work in the School of Social Work shall be assigned to one of three types of committee***s***, as follows:

a. Standing Committees

b. Program Committees

c. Ad Hoc Committees

4. Each of these committees is identified and defined in subsequent sections of this policy manual.

5. Community professional social workers and student representatives may participate on committees in the School of Social Work except the Personnel Committees and the Committee on Academic and Professional Standards in one of the following ways:

a. All Committee meetings - except the Personnel and Standards Committees - are open meetings, and as such community social work professionals and students are welcome to attend as observer/participants.

b. Select students may serve as representatives as outlined by specific committee policies.

c. If a community group of professional social workers wishes to have a voting membership on a committee they may make a formal request to the committee chair. The chair will present the request to the Faculty Council for a vote, and will notify the requesting group of the Faculty Council’s decision.

d. Community professional social workers may also participate through membership on the Field Advisory Committee. Members are appointed by the Director who may solicit recommendations from faculty and the Field Coordinator.

**SWK 104**

**Standing Committees**

**Effective 8/20/90**

**Revised 10/6/2021  
Dean Approved 10/4/2022**

**~~SWK 104~~**

**~~Standing Committees~~**

**~~Effective 8/20/90~~**

**~~Page 2 of 2~~**

**PURPOSE:** To establish standing committees and principles for service on these committees

**SOURCES:** School of Social Work Faculty Council

School of Social Work Staff Council

**APPLICABILITY:** All faculty in the School of Social Work

**POLICY:** Standing Committees of the School of Social Work shall include the following:

1. Committee on Academic and Professional Standards

2. Personnel Committees

1. Promotion and Tenure Review Committee
2. Tenured/Tenure-Track Faculty Annual Performance Evaluation Committee
3. Career Track Personnel Committee
4. Career Track Faculty Annual Performance Evaluation Committee

3. Curriculum Committee

4. Nominating Committee

6. Awards and Scholarship Review Committee

Principles identified and recommended for committee service are the following:

1. Faculty members should be expected to serve on only one standing committee each academic year.

**~~SWK 104~~**

**~~Standing Committees~~**

**~~Effective 8/20/90~~**

**~~Revised 11/4/2021~~**

**~~Page 1 of 2~~**

1. An operational plan for the standing committees should be developed and implemented so that staggered terms are employed and vacancies are filled from a list of names of faculty eligible to serve on such committees.
2. The function of the committees is advisory to the Faculty Council and the Director. Policy recommendations may be made by the committees to the Faculty Council and the Director.

1. It is the intent that the work of the committees be distributed evenly among the faculty.
2. The Director is the only faculty member who does not have a vote in SSW committees but can serve as an ex officio member.
3. Regular vacancies on the committees shall be filled as specified in the description of each committee. Vacancies which occur during the term of office should be filled by appointment by the Director.
4. Committee membership shall determine when a committee member’s excessive absence and/or non-completion of committee work may serve as grounds for dismissal from the committee. Three or more absences and/or not accomplishing committee work on time or as assigned may be used for a request for dismissal. The Committee chair shall then make a formal request to the Director to appoint another person to the committee for the remainder of the year. At the end of the year, the Faculty Nominating Committee will nominate a replacement.

**SWK 104-01**

**Committee on Academic and Professional Standards**

**Effective 8/18/1986**

**Revised 12/5/17**

**Revised 4/13/2022**

**Dean Approved 6/1/15**

**Dean Approved 1/3/2023**

**~~SWK 104-01~~**

**~~Committee on Academic and Professional Standards~~**

**~~Effective 8/18/1986~~**

**~~Revised 12/5/17~~**

**~~Dean Approved 6/1/15~~**

**~~Page 1 of 2~~**

**PURPOSE**: To define the responsibilities and membership of the Committee on Academic and Professional Standards

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All faculty, School of Social Work

**POLICY**: Committee on Academic and Professional Standards

Duties and Responsibilities:

a. To review and assess cases related to academic probation, academic conduct and academic termination from the School’s baccalaureate and MSW programs.

b. To make recommendations to the Director relative to requests for readmission to the undergraduate or graduate programs from students who:

1) Fall below the minimum acceptable GPA at the check points established for each program

2) Receive a failing grade in the field

3) Are terminated from the program for reasons other than grades (see SWK 313)

c. To make recommendations to the Director in response to formal charges of violations of professional ethics lodged against a faculty member or student.

d. .

Membership:

**~~SWK 104-01~~**

**~~Committee on Academic and Professional Standards~~**

**~~Effective 8/18/1986~~**

**~~Revised 12/5/17~~**

**~~Dean Approved 6/1/15~~**

**~~Page 2 of 2~~**

a. Members of the committee shall be full-time personnel hired primarily in teaching-related functions. Of the 10 committee members, seven must have received at least one of their degrees in social work. (Each student

meeting will include three members, with the 10 committee members rotating responsibility to serve on student meetings.)

b. Three to four new members shall be elected each year by the Faculty Council.

c. Term of office of committee members shall be for three years.

1. Following Spring elections by Faculty Council, the committee shall elect a chair whose service will begin Fall semester.

The committee members shall not be required to serve on case reviews from May 16th though August 15th. Should the Director determine that a student meeting needs to be held during this time (i.e., if delaying a meeting until August 16th may seriously affect a student’s plan of study) the Director shall appoint three faculty members whose positions include summer appointments to serve as a temporary summer session committee during this time period. These faculty may hold fixed-term, tenure-track, or tenured positions and at least two must have received at least one of their degrees in social work.

**SWK 104-02**

**Personnel Committees**

**Effective 11/16/12**

**Revised 12/1/21**

**Dean Approved 1/3/2023**

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 1 of 6~~**

**PURPOSE** To define the responsibilities and membership of the Personnel Committees: (1) Promotion and Tenure Review Committee, (2) Tenured/Tenure Track Faculty Annual Performance Evaluation Committee, (3) Fixed-Term Personnel Committee, and (4) Fixed-Term Faculty Annual Performance Evaluation Committee.

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All faculty in the School of Social Work; ACD 505-02 defines fixed-term faculty membership, appointment categories, ranks and titles.

**POLICY** Personnel Committees

A. Duties and Responsibilities ofthe Promotion and Tenure (P&T) Review Committee:

1. Develops a committee calendar based on the ASU administrative calendar, Dean's review calendar, and the Director’s review calendar.
2. Receives review materials from the Office of the Director, including external letters of reference for promotion and tenure reviews.
3. Assigns responsibility for preparing reviews to members.
4. Reviews materials and obtains independent reviews of scholarly materials as deemed necessary from in-house, university, statewide, and/or national expert sources through the Office of the Director.
5. Meets with tenuredfaculty members above the rank of the candidate to gather information and receive feedback.
6. Meets with administrative personnel to hear reports if requested.
7. Reviewers prepare draft reports and, as necessary, amend them.
8. Votes to recommend or not recommend the requested action. Electronic voting is

permitted.

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 2 of 6~~**

Submits the report and recommendation, supporting materials, and vote tally to the Office of the Director and to tenured faculty above the current rank of the candidate two weeks before the report is due in the Office of the Director. The faculty, not members of the Committee, will review these materials, discuss them with the Committee at specially called meetings and submit a separate independent report to the Office of the Director.

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 3 of 6~~**

B. Duties and Responsibilities of the Tenured/Tenure Track Faculty Annual Performance Evaluation (APE)Committee:

1. Develops a committee calendar based on the ASU administrative calendar and Director's review calendar.

2. Receives and evaluates faculty review materials from the Office of the Director.

3. Assigns responsibility for preparing reviews to members.

4. Meets with administrative personnel if requested.

5. Reviewers prepare, at a minimum, a qualitative assessment of each faculty member's performance in accordance with ACD and School of Social Work assessment policies (SWK 501 and 505).

6. Submits advisory report to the Office of the Director.

C. Duties and Responsibilities ofthe Fixed-Term Personnel Committee:

1. Develops a committee calendar based on the ASU administrative calendar, Dean's review calendar, and the Director’s review calendar.
2. Receives review materials from the Office of the Director.
3. Assigns responsibility for preparing reviews to members.
4. Reviews materials obtained through the Office of the Director.
5. Meets with administrative personnel to hear reports if requested.

1. Votes to recommend or not recommend the requested action.
2. Reviewers prepare draft reports and, as necessary, amend them.
3. Submits the report and recommendation, supporting materials, and vote tally to the Office of the Director when the report is due.

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 4 of 6~~**

D. Duties and Responsibilities of the Fixed-Term Faculty Annual Performance Evaluation (APE)Committee:

1. Develops a committee calendar based on the ASU administrative calendar and Director's review calendar.

2. Receives and evaluates fixed-term faculty review materials from the Office of the Director.

3. Assigns responsibility for preparing reviews to members.

4. Meets with administrative personnel if requested.

5. Reviewers prepare, at a minimum, a qualitative assessment of each faculty member's performance in accordance with ACD and School of Social Work assessment policies (SWK 501 and 505-01,

6. Submits advisory report to the Office of the Director.

E. Membership on the Promotion and Tenure Committee or the Tenured/Tenure Track Faculty Annual Performance Evaluation Committees:

1. The Promotion and Tenure Committee is to be comprised of three to six tenured faculty and one nonvoting tenure-track faculty members. The number of members may vary by year based on the anticipated committee workload for the upcoming academic year. For the Promotion and Tenure Committee to conduct business, no less than three tenured faculty members must participate, including one full-professor. Based on anticipated committee workload assessed by the Director’s Office, up to three additional alternates may be elected through a special faculty vote to be conducted electronically prior to August of each academic year. Alternates will serve a one-year term and may subsequently be elected to a full three-year term. Members of the Promotion and Tenure Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure.
2. The Tenured/Tenure Track Annual Performance Evaluation Committee is to be

comprised of three faculty members, either tenured or tenure-track.

3. Members shall be elected by the Tenured/Tenure Track faculty for staggered three-year terms.

4. No member may serve two consecutive terms.

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 5 of 6~~**

4. No person being reviewed for tenure and/or promotion may serve on the Promotion and Tenure Review Committee during the year in which they are reviewed for promotion and/or tenure.

5. If a member of either of the personnel committees has a sabbatical, leave of absence, or is otherwise absent for a semester, they will be replaced on the committee through a specially called election. The remainder of the member’s term will be served by the replacement, who may subsequently be elected to a full three-year term.

6. The chair of each committee shall be elected by the voting members of each committee.

F. Membership on the Fixed-Term Personnel Committee or the Fixed-Term Annual Performance Evaluation Committees:

1. The Fixed-Term Personnel Committee is to be comprised of three to six members including Senior or Principal Lecturers, Associate or Full Clinical Professors, and Associate or Full/ Senior Academic Professionals. The number of members may vary by year based on the anticipated committee workload for the upcoming academic year. For the Fixed-Term Personnel Committee to conduct business, no less than three senior fixed-term faculty members must participate. Members of the Fixed-Term Personnel Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure.
2. The Fixed-Term Annual Performance Evaluation Committee is to be comprised of a minimum of three fixed-term faculty members. The number of members on the Fixed-Term Annul Performance Evaluation Committee may vary from 3 to 6 based on the
3. anticipated committee workload for the upcoming academic year. Elected members cannot include Instructors and must be senior/associate ranks or higher. Members will serve a two-year staggered term. Members of the Fixed-Term Annual Performance Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure.
4. Members shall be elected by the Fixed Term Faculty, or appointed by the Director if needed, for staggered two-year terms.
5. No member may serve two consecutive terms.

**~~SWK 104-02~~**

**~~Personnel Committees~~**

**~~Revised 11/3/2021~~**

**~~Page 6 of 6~~**

1. No person being reviewed for promotion may serve on the Fixed-Term Personnel Committee during the year in which they are reviewed for promotion.
2. If a member of Fixed-Term Personnel Committee has a leave of absence, is otherwise absent for a semester, or any other emergency situation arises, they will be replaced on the committee through an additional election or by the Director of the School of Social Work. The remainder of the member’s term will be served by the replacement, who may subsequently be elected to a full three-year term.
3. The chair of each committee shall be elected by the members of the committee.

**SWK 104-03**

**Curriculum Committee**

**Revised 11/16/12**

**Revised 11/3/21**

**Dean’s Approval 6/1/2015**

**Dean Approved 10/4/2022**

# ~~SWK 104-03~~

**~~Curriculum Committee~~**

**~~Page 1 of 2~~**

**PURPOSE** To define the responsibilities and membership of the Curriculum Committee

**POLICY** Curriculum Committee

Rationale:

To coordinate ongoing review of the curriculum, and periodic program reviews as mandated by the University and the Council on Social Work Education.

Duties and Responsibilities:

1. Establishment of standards for course content and delivery in terms of fitwith the Mission of the School of Social Work, standards of accreditation, and program requirements of the university.
2. Establishment of a system of accountability that insures regular review of courses based on the above standards.
3. Development of a system for classification of courses according to

content, level of expected achievement of students, evaluative expectations of faculty, and other pedagogical and workload considerations (see policy manual SWK 320).

1. Recommendation of class sizes based on criteria established in #3 above as reflected in syllabi, outlines, and information gathered from discussions with faculty teaching the courses.
2. Establishment of a system for course review and recommend changes

in class size.

1. Preparation of policy and procedures which lay out the respective domains of the Program Committees (BSW, Foundation*,* AG, ADP, PAC) and Online Committee and the ways in which they relate to each other and to the Curriculum Committee.

Organization and guidance in the preparation of Academic and

Council on Social Work Education Program reviews.

**~~SWK 104-03~~**

**~~Curriculum Committee~~**

**~~Revised 11/16/12~~**

**~~Page 2 of 2~~**

8. Reviews all academic proposals, including program and course recommendations contained in proposals which affect curriculum, prior to presentation to the Faculty Council.

The Committee can make recommendations to the Faculty Council. However, finalcurriculum decisions are made by the Faculty Council. Curriculum decisions are defined as addition or removal of required courses; changes in degree requirements; and changes in course content that impact other programs.

Membership:

1. The Curriculum Committee shall consist of:

a). Baccalaureate Program Representative

b). MSW Program Representative

c). Ph.D. Program Representative

d). Tucson Faculty Representative

e). Yuma Faculty Representative

f.) West Faculty Representative

g). Field Education Representatives

h). Advanced Direct Practice Representative

i). PAC Representative

j). Advanced Generalist Representative

k). Foundation Representative

l). Online Committee Representative

m). Student Representative

n). Associate Director, Academic Affairs

o). Associate Director, Student Services and Programs

p). Assistant Director, Academic Services

q). Advanced Standing Representative

r). MSW Admissions Coordinator

s. Program Assessments and Evaluation Coordinator

2. Committee members will elect the Chair.

3. The Curriculum Committee shall meet once a month unless there is no business.

**SWK 104-04**

**Online Committee**

**Effective 4/27/15**

**Revised 1/19/22**

**Dean Approved 10/4/2022**

**~~SWK 104-04~~**

**~~On-Line Committee~~**

**~~Revised 10/08/14~~**

**PURPOSE**: To define the responsibilities and membership of the Online Committee

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All faculty, School of Social Work

**POLICY**: SSW Online Committee

A. Duties and Responsibilities:

1. Recommend quality standards and best practices for online instruction and evaluations of online instruction.

2. Identify, design, and facilitate training policies for faculty and faculty associates

related to online instruction.

3. Make recommendations regarding the purchase, use, and training for online tools and methods to improve the effectiveness and efficiency of online courses in the Baccalaureate and MSW Curricula.

4. Solicit and recommend content to include in Student Orientations to onboard students who are starting the program and to ease effective use of Canvas/online courses by students.

5. Coordinate with the Watts College Office of Education Innovation **~~SWK 104-04~~**

**~~On-Line Committee~~**

**~~Revised 10/08/14~~**

to develop and recommend common course skin, navigation, and content for course shells for the School of Social Work.

6. Communicate/coordinate with the Advanced Generalist Committee and Curriculum Committee on assistance that is needed specific to the AG curriculum.

7. Communicate/coordinate with the Baccalaureate Committee on assistance that is needed specific to the BA-CASP (Bachelor of Arts in Community Advocacy & Social Policy) curriculum.

B. Membership:

1. Members of the committee shall consist of at least three School of Social Work faculty, as well as one representative from Field Education, one representative from Admissions, one representative from Advising, and one representative from the Office of Education Innovation. Faculty members shall represent the Baccalaureate and MSW programs.

2. Community professionals and students will be invited to participate on the committee.

3. The online coordinator will chair the SSW Online Committee.

**~~SWK 109~~**

**~~On-Line Committee~~**

**~~Revised 10/08/14~~**

3. The online coordinator will serve as a liaison to the Curriculum Committee.

**SWK 104-05**

**Awards and Scholarship Review Committee**

**Effective: 1/19/22**

**Dean Approved 10/4/2022**

**Page 1 of 3**

**PURPOSE**: To define the responsibilities and membership of the Committee on Awards and Scholarship Review.

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All staff and faculty in the School of Social Work

**POLICY**: Awards and Scholarship Review Committee

A. Award Duties and Responsibilities:

1. Review award categories and requirements for each award. Awards listed below and may be changed as the School of Social Work determines:
2. Outstanding Intern (student award)
3. Emerging Leader (student award)
4. Professional Achievement (alumni award)
5. Early Career Achievement (alumni award)
6. Field Educator of the Year (faculty award)
7. Instructor of the Year (faculty award)
8. Laura Orr Service (staff award)
9. Community Impact (community award)
10. Director’s Award for Distinguished Service to the Profession
11. Invite nominations for awards through email and social media by the end of the fall semester

**SWK 104-05**

**Awards and Scholarship Review Committee**

**Effective: 1/19/22**

**Dean Approved 10/4/2022**

**Page 2 of 3**

1. Review and assess nominations based on rubric developed by committee members to determine the recipients of the named awards
2. Inform Associate Director of Community Engagement and Strategic Initiatives and Director of School of Social Work of awardees
3. Scholarship Review:
4. Review scholarship eligibility requirements
5. Review scholarship applicants using scholarship rubric by given date
6. Inform Assistant Director for Academic Services and Office of the Director Administrative Specialist of scholarship recipients

C. Membership for Scholarship Review Committee:

1. Members of the committee shall consist of at least three elected School of Social Work faculty. Faculty members from each campus and program will be eligible to serve. All elected members may vote.
2. Terms of office shall be for one year
3. Committee members will elect the chair
4. Committee members will elect one member to serve as a liaison to the Assistant Director for Academic Services and the Office of the Director Administrative Specialist
5. Membership for Awards Committee:
6. In addition to the three elected members of the Scholarship Review Committee, the Awards Committee will include the following members appointed by the Associate Director for

**SWK 104-05**

**Awards and Scholarship Review Committee**

**Effective: 1/19/22**

**Dean Approved 10/4/2022**

**Page 3 of 3**

1. Community Engagement and Strategic Initiatives:
2. At least two School of Social Work staff. Staff members from each campus and program are eligible to serve
3. At least one community member recommended by the Community Advisory Board
4. At least one School of Social Work student. Students from all programs (BSW, BA CASP, MSW, and Ph.D) and all campuses are eligible to serve and will be recommended by program coordinators
5. Terms of office shall be for one year
6. Committee members will elect the chair
7. Committee members will elect one member to serve as a liaison to the Associate Director for Community Engagement and Strategic Initiatives and Director of the School of Social Work

**SWK 105**

**Program Committees**

**Revised 4/27/15**

**Revised 1/19/22**

**Dean Approved 10/4/2022**

**~~SWK 105~~**

**~~Program Committees~~**

**~~Revised 4/27/15~~**

**~~Dean Approved 6/1/15~~**

**~~Page 1 of 2~~**

**PURPOSE**: To define responsibilities and membership of the Program Committees

**SOURCES:** Minutes of Faculty Retreat, August 18-19, 1986

**APPLICABILITY:** All faculty in the School of Social Work

**POLICY:** Program Committees

1. Program committees shall consist of: Baccalaureate/Bachelor of Social Work (BA/BSW) Committee, MSW Generalist Committee, Master of Social Work Specialized Practice-Advanced Direct Practice (MSW-ADP) Committee, Master of Social Work Specialized Practice - Policy, Administration, and Community Practice (MSW-PAC) Committee, Master of Social Work Advanced Standing Committee, Master of Social Work Specialized Practice-Advanced Generalist Committee (MSW-AG), and the Ph.D. Committee.

2. Faculty will serve on the committee(s) that cover areas that reflect their primary teaching responsibility for the year.

3. Faculty may serve on more than one program committee.

4. BA/BSW Committee shall include people teaching BA and BSW courses.

5. MSW Generalist Committee shall include people teaching foundation courses.

6. MSW-ADP shall include people teaching at the MSW level in Advanced Direct Practice, HBSE, and Research Methods courses.

7. MSW-PAC Committee shall include people teaching at the MSW level in PAC, Planning and Program Evaluation courses.

8. MSW-Advanced Standing Committee shall include people teaching the Bridge courses.

9. MSW-Advanced Generalist Committee shall include people teaching at the MSW level in Advanced Generalist courses.

**~~SWK 105~~**

**~~Program Committees~~**

**~~Revised 4/27/15~~**

**~~Dean Approved 6/1/15~~**

**~~Page 2 of 2~~**

10. The Doctoral Committee shall include people teaching at the doctoral level or participating on doctoral student committees.

**SWK 106**

**MSW Program Coordinator**

**Effective 8/18/87**

**Revised 11/5/10**

**Revised 1/19/22**

**Dean Approved 6/1/15**

**Dean Approved 10/4/2022**

**~~SWK 106~~**

**~~MSW Program coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 11/5/10~~**

**~~Dean Approved 6/1/15~~**

**~~Page 1 of 4~~**

**PURPOSE**: To define the duties of the MSW Program Coordinator

**SOURCES**: Faculty Council

**APPLICABILITY**: MSW Program Coordinator

**POLICY**: MSW Program Coordinator Job Description

A. Admissions (January - August)

1) Visits BSW senior seminar classes to discuss MSW admissions.

2) Facilitates admissions information meetings in conjunction with the MSW Admissions Coordinator and Associate Director for Student Services and Programs. ~~Manager of Student and Academic Services.~~

3) ~~Directs the admissions process and reviews and evaluates every applicants file.~~

4) Discusses unique situations with the Associate Director for Student Services and Programs and the Associate Director for Academic Affairs.

5) Meets with students whose applications were denied to explain decisions at the request of the MSW Admissions Coordinator

~~6) Informs faculty of the status of admissions through regular reports.~~

B. Orientation and Preparation for Practice

1. Coordinates planning for new student orientation and annual orientations for existing students.
2. Coordinates annual updates of MSW Student Handbook with the Associate Director for Student Services and Programs, the Associate Director for Academic Affairs and the Assistant Director for Academic Services.

**~~SWK 106~~**

**~~MSW Program coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 11/5/10~~**

**~~Dean Approved 6/1/15~~**

**~~Page 2 of 4~~**

1. Coordinates preparation for practice with the Manager of Field Education*.*
2. ~~Plans and facilitates orientations for students.~~

C. Curriculum Planning and Evaluation

1) Serves on Curriculum Committee and all MSW Concentration Committees

2) Coordinates and reviews changes affecting the MSW Program.with the Associate Director for Student Services and Programs, the Associate Director of Academic Affairs and the Assistant Director for Academic Services.

3) Coordinates or facilitates ongoing evaluation of student outcomes for the MSW Program as required by CSWE.

4) Responsible for preparation of materials related to CSWE reaffirmation of the MSW program, Academic Program and other reviews.

5~~) Has oversight responsibility for Tucson MSW Program.~~

6) Collaborates with all MSW program locations to support students, faculty, and curriculum integrity.

7.) Supports MSW Online students and the MSW Online Program Coordinator as needed.

8) Coordinates class schedules and teaching assignments with the Associate Director for Student Services and Programs and the Assistant Director for Academic Services.

**~~SWK 106~~**

**~~MSW Program coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 11/5/10~~**

**~~Dean Approved 6/1/15~~**

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9) Participates in identifying, hiring, supervising and evaluating faculty associates in consultation with the Associate Director for Student Services and Programs and lead instructors.

10) Responsible for ongoing program evaluation.

11) Brings curricular issues and proposals for changes to the Curriculum Committee and Faculty Council.

12) Provides oversight regarding the development, quality, scheduling, scoring, and decisions regarding the MSW culminating experience in collaboration with the Associate Director for Student Services and Programsthe Associate Director for Academic Affairs, and Concentration Committee Chairs.

13) Consults and coordinates with Student Accessibility and Inclusive Learning Services (SAILS) to ensure accessibility of instruction and instructional materials for students with disabilities.

14). Maintains partnerships with ASU 360, ASU Counseling Services, as well as any other student support resource on behalf of the MSW Program.

15) Maintains a collaborative partnership with the Manager of Field Education and

Program Assessments & Evaluations Coordinator

*.*

D. Student Issues and Support

1. Reviews, evaluates and responds to student concerns, grade appeals and grievances.

2) Coordinates management of student performance issues with faculty, the Associate Director for Student Services and Programs, the Associate Director for Academic Affairs, the Assistant Director for Academic Services, the Manager of Field Education, and the Standards Committee.

3) Approves or denies student waivers, variances, and petitions.

**~~SWK 106~~**

**~~MSW Program coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 11/5/10~~**

**~~Dean Approved 6/1/15~~**

**~~Page 4 of 4~~**

4) Serves as faculty advisor to the student association.

5) Attends commencements.

6) Nominates students for available scholarships, Graduate College support program, and other awards.

E. Provides program guidance in the summer including the Advanced Standing Program.

F. Other duties include:

1. Representative to the Graduate College on behalf of the School.
2. Participation and representation of the School of Social Work on community and national levels by attending CSWE Annual Program Meeting, and other appropriate forums.
3. Chairs the MSW Generalist Committee.

4) Works with other curriculum concentration committees on issue related to MSW program functioning.

G. Reports to the Associate Director for Academic Affairs.

**SWK 107**

**Baccalaureate Program Coordinator**

**Effective 8/18/87**

**Revised 12/1/2014**

**Revised 1/19/22**

**Dean Approved 10/4/2022**

**~~SWK 107~~**

**~~Baccalaureate Program Coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 12/1/2014~~**

**~~Page 1 of 4~~**

**PURPOSE**: To define the duties of the Baccalaureate Program Coordinator

**SOURCES**: Faculty Council

**APPLICABILITY**: Baccalaureate Program Coordinator

**POLICY**: Baccalaureate Program Coordinator Job Description

A. Curriculum related assignments

1) Chairs Baccalaureate Program Committee and responsible for agenda and minutes.

2) Handles all requests for curriculum variances.

3) Responsible for preparation of materials related to reaffirmation of the Baccalaureate Program, Academic Program and other reviews.

4) Responsible for ongoing program evaluation.

5) Coordinates and facilitates ongoing evaluation of student outcomes for the BSW Program as required by CSWE.

6) Evaluates and approves course equivalencies for community college and other transfer students.

7) Coordinates class schedules and teaching assignments with the Associate Director for Student Services and Programs and the Assistant Director for Academic Services.

8) Brings curricular issues and proposals for program changes to/from the Baccalaureate Program Committee, Curriculum Committee, and Faculty Council for decision making.

9) Implements curricular changes.

**~~SWK 107~~**

**~~Baccalaureate Program Coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 12/1/2014~~**

**~~Page 2 of 4~~**

10) Collaborates with the MSW Foundation Committee to monitor waiver exam update.

11) Collaborates with Associate Director for Student Services and Programs and lead instructors in hiring, assigning, and evaluating Faculty Associates.

12) Serves on the Curriculum Committee.

13) Consults with and keeps Associate Directors advised about Baccalaureate program issues.

14) Maintains a collaborative partnership with the Field Education Office.

15) Maintains a collaborative partnership with the Center for Academic and Student Affairs (CASA).

16) Oversees articulation of Baccalaureate and MSW programs in collaboration with MSW Program Director.

B. Student related tasks

1) Reviews, evaluates and responds to student concerns, grade appeals and grievances.

2) Coordinates management of student performance issues with faculty, Center for Academic and Student Affairs, Field Education Office, Standards Committee and Watts College Dean of Students.

**~~SWK 107~~**

**~~Baccalaureate Program Coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 12/1/2014~~**

**~~Page 3 of 4~~**

3) Ensures that there is a faculty advisor for the student organization who keeps Baccalaureate students advised regarding opportunities and events of interest.

4) Prepares for and attends new student orientation meetings at the outset of each semester.

5) Attends commencements.

6) Directs the advancement process.

7) Consults with Associate Director for Academic Affairs regarding curriculum issues.

8) Consults with Associate Director for Student Services and programs regarding student issues.

9) Consults with appropriate supervisors regarding faculty and/or staff issues.

10) Coordinates recruitment efforts, including collaborative partnerships with community colleges and social work introductory classes each semester.

11) Consults and coordinates with Student Accessibility and Inclusive Learning Services (SAILS) to ensure accessibility of instruction and instructional materials for students with disabilities.

C. Participation and representation of the School of Social Work on community and national levels by attending CSWE Annual Program Meeting, Association of Baccalaureate Social Work Program Directors Annual Conference, and other appropriate forums.

**~~SWK 107~~**

**~~Baccalaureate Program Coordinator~~**

**~~Effective 8/18/87~~**

**~~Revised 12/1/2014~~**

**~~Page 4 of 4~~**

D. Collaborates with Tucson and West Campus Baccalaureate Program.

E. Has experience teaching in the Baccalaureate Program.

F. Adheres to the School of Social Work and Arizona State University policies and procedures regarding implementation of new courses, program changes, and student issues.

G. Provides program guidance in the summer.

H. Reports to the Associate Director for Academic Affairs.

I. Coordinates annual updates of Baccalaureate Student Handbook/Manual with the Associate Director for Academic Affairs and Director.

J. Maintains a workload of 40% teaching and 60% service and is not eligible for overload courses.

**SWK 108**

**Associate Director for Doctoral Education**

**Effective 8/18/87**

**Revised 5/10**

**Revised 1/19/22**

**Dean Approved 10/4/2022**

**~~SWK 108~~**

**~~Associate Director for Doctoral EducationEffective 8/18/87~~**

**~~Revised 5/10~~**

**~~Dean Approved 6/1/2015~~**

**~~Page 1 of 3~~**

**PURPOSE:** To Define Duties of the Associate Director for Doctoral Education

**SOURCES**: Faculty Council

**APPLICABILITY**: Associate Director for Doctoral Education

**Policy**: Associate Director for Doctoral Education Job Description

A. Recruitment and Admissions

1. Oversees recruitment efforts, domestic and international

2. Revises annually the recruitment and program information on the web

3. Oversees the admissions process

4. Responds personally (email/phone) to all inquiries and meets with prospective applicants as requested

5. Chairs the PhD admissions process

6. Coordinates with support staff on admissions matters

7. Informs students not admitted of decision and handles related requests

8. Prepares program for new student orientation and faculty welcome luncheon

B. Student-Related Tasks

1. Serves as advisor for each student until they form a supervisory committee

2. Assists students to identify and recruit eligible committee chairs and committee members

3. Provides each student with an annual review of progress in relation to time limits for completion of degree and compliance with other policies and timelines.

**~~SWK 108~~**

**~~Associate Director for Doctoral EducationEffective 8/18/87~~**

**~~Revised 5/10~~**

**~~Dean Approved 6/1/2015~~**

**~~Page 2 of 3~~**

4. Promotes an intellectual community experience (e.g., workshops, social gatherings)

5. Seeks student participation on the PhD Program Committee

6. Meets with PhD students collectively and individually as needed

C. Curriculum Responsibilities

1.Facilitates a systematic review of all courses with the PhD Program Committee (2 per year)

2. Biannually evaluates teaching evaluations for doctoral courses taught within the School of Social Work

3. Recruits and recommends faculty to the Associate Director for Student Services and Programs to instruct PhD courses.

D. School and CollegeResponsibilities

1. Prepares a budget proposal for student funding in coordination with the Director

2. Works with faculty to develop RA and TA opportunities and monitors these positions systematically

3. Assists in general program publicity, event participation, and alumni relations

4. Reviews applications for graduate faculty and dissertation chairs with the PhD committee and accordingly seeks formal approval from the Graduate College

5. Facilitates program review activities as outlined in the evaluation plan and presents the findings to the PhD Committee, Director, and the faculty

6. Informs Committee Chairs of their responsibilities with regard to the comprehensive examination, dissertation prospectus, and oral defense requirements on a need-to-know basis

7. Chairs PhD Committee meetings, prepares agenda and shares minutes

8. Works with the PhD Committee on policy and curriculum changes

**~~SWK 108~~**

**~~Associate Director for Doctoral EducationEffective 8/18/87~~**

**~~Revised 5/10~~**

**~~Dean Approved 6/1/2015~~**

**~~Page 3 of 3~~**

9. Implements decisions of PhD Committee by taking recommendations to Faculty Council for approval, and follows through with subsequent required administrative actions (e.g., course number approvals and changes)

10. Monitors implementation of policies and refines procedures as needed

11. Develops and updates the PhD Policy Manual with administrative staffE. Other Duties

1. School representative to the Graduate College

2. School representative to the Group for the Advancement of Doctoral Education

3. Works with the Director and Associate Director for Academic Affairs to prepare materials for program reviews

4. Assures program compliance with Graduate College policies

5. Provides program guidance in the summer

**SWK 109**

**Campus Program Coordinators**

**Effective 8/98**

**Revised 4/14/06**

**Revised 2/2/22**

**Dean Approved 10/4/2022**

**~~SWK 109~~**

**~~Coordinator~~**

**~~Effective 8/98~~**

**~~Page 1 of 2~~**

**PURPOSE**: To define duties of the Campus Program Coordinators

**SOURCE**: Faculty Council

**APPLICABILITY**: Campus Program Coordinators

**POLICY**: Campus Program Coordinator Job Description

A. Identifies, hires, orients, supervises, and evaluates campus-based Faculty Associates in consultation with the Associate Director for Student Services and Programs and lead instructors.

B. Coordinates with MSW and BSW Program Coordinators regarding recruitment of students, and oversees prospective student information sessions and new student orientation sessions on respective campuses.

C. Coordinates as needed with appropriate staff and administration to ensure that admissions, registration, student monitoring and graduation activities and information are consistent and coordinated among all locations.

D Develops course schedules in coordination with Academic Services.

E. Makes faculty assignments in consultation with the Associate Director for Student Services and Programs

F. Reviews and approves applications for curriculum variances in consultation with the MSW/BSW Program Coordinators.,

G. Holds periodic open meetings to hear student issues and respond to student concerns, and coordinates SAILS to ensure accessibility to instruction and instructional materials for students with disabilities.

**~~SWK 109~~**

**~~Coordinator~~**

**~~Effective 8/98~~**

**~~Revised~~**

**~~Page 2 of 2~~**

H. Coordinates the hiring, co-supervision and evaluation of campus specific Academic Advisors, Administrative Assistants, Field Specialists and student employees in conjunction with appropriate administration from the Downtown School of Social Work campus.

1. The Coordinator will seek consultation from campus-based tenured, tenure-track, and fixed-term faculty concerning programmatic and curriculum changes that are site-specific and concerning the hiring of full-time staff and faculty.

1. Serves as liaison to the appropriate Community Advisory Board and engages in outreach activities to encourage community collaborations.

K. Calls campus staff meetings and faculty retreats.

L. Provides oversight of all cash management, monitors use of equipment and equipment maintenance, and makes recommendations about resource and facility needs.

M. Serves on programmatically related committees to ensure consistency across all campuses.

N. Provides program guidance in the summer.

O. Reports to the Associate Director for Academic Affairs.

**~~SWK 110~~**

**~~Executive Committee~~**

**~~Effective 3/26/2006~~**

**~~Revised 3/26/2006~~**

**~~Page 1 of 1~~**

**~~PURPOSE:~~** ~~To establish an Executive Council; advisory to the Director~~

**~~SOURCES:~~** ~~School of Social Work Faculty Council~~

**~~APPLICABILITY:~~** ~~All Faculty, School of Social Work~~

**~~POLICY~~**~~:~~

~~The Executive Council shall consist of elected 6 full-time faculty members - two full professors, two associate professors, one assistant professor and one academic professional. The Director shall serve on the committee ex officio.~~

~~Nominations of committee members shall be made within ranks.~~

~~The candidates for each position shall be voted upon by the members of the Faculty Council.~~

~~The chair shall be a senior faculty member elected by the committee members.~~

~~Members shall serve two-year staggered terms, with the exception of assistant professors who shall serve one year terms.~~

~~Elections shall be held in the spring semester of each year.~~

~~The Executive Council is advisory to the Director and shall meet monthly.~~

~~The final meeting of each year shall consist of all current, outgoing, and newly elected incoming members.~~

**SWK 110**

**Online Program Coordinator   
Effective 1/19/22**

**Dean Approved 10/4/2022**

**PURPOSE**: To define the duties of the Online Program Coordinator

**SOURCES**: Faculty Council

**APPLICABILITY**: Online Program Coordinator

**POLICY**: Online Program Coordinator Job Description

1. Curriculum Planning and Evaluation
   1. Serves on the Curriculum Committee, Generalist Committee, Advanced Generalist Committee, and Baccalaureate Committee
   2. Maintains a collaborative partnership with the Coordinator of Field Education and Academic Services to ensure online program coherency and that communications to students are sent out in a timely manner
   3. Collaborates closely with Admissions, Academic Services, and ASU Online/EdPlus to create and maintain an annual online program evaluation report that shows graduation rate, retention rate, discontinued trends, and online students’ demographic trends
   4. Works with SSW committees and the Office of Education Innovation to develop a strategy for ensuring program curriculum can be delivered in an online format
   5. Coordinates and facilitates ongoing evaluation of student outcomes for the MSW Program as required by CSWE
   6. Coordinates with the Advance Generalist Committee and Curriculum Committee to evaluate the online program curriculum so that it satisfies reaffirmation requirements
   7. Brings curricular issues and proposals for changes to the Curriculum Committee and Faculty Council
   8. Works with the Associate Director for Student Services and Programs in identifying faculty course leads who will be responsible for the development,

**SWK 110**

**Online Program Coordinator   
Effective 1/19/22**

**Dean Approved 10/4/2022**

* 1. delivery, and maintenance of specific courses
  2. Work with the Advanced Generalist Committee to assist online instructors to understand course syllabi, goals and the purpose of major assignments and appropriate assessments for signature assignment requirements and capstone projects
  3. Work with the Associate Director for Student Services and Programs in organizing and providing regular orientations for online faculty
  4. Work with the Office of Education Innovation and Online Committee to identify tools and strategies to evaluate program effectiveness, coordinate development of online course materials, and to define online assessment strategies to ensure curriculum goals are met
  5. Work with the Curriculum Committee and Advanced Generalist Committee to ensure courses align with the rigor of the program and fulfillment of program goals
  6. Consults and coordinates with Student Accessibility and Inclusive Learning Services (SAILS) to ensure accessibility of instruction and instructional materials for students
  7. In coordination with Admissions and Advising, maintains and grades onboarding quizzes in the MSW Online Center for new student admits

1. Program Design and Coordination
2. Is the liaison between the Field Education Office, the Office of Education Innovation, ASU Online/EdPlus, Pearson, and Academic Services
3. Works with the Online Committee, ASU Online/EdPlus, and the Office of Education Innovation to design an online course environment to be used across the program with a common look and feel that addresses curriculum and online course quality standards
4. Chairs the monthly Online Committee meetings with representatives from the faculty, Field Education, Advising, Admissions, and the Office of Education

**SWK 110**

**Online Program Coordinator   
Effective 1/19/22**

**Dean Approved 10/4/2022**

Innovation

1. Chairs the monthly MSW Online and BA-CASP Online meetings with representatives from the Office of Education Innovation, Academic Services, Field Education, Admissions, ASU Online Success Coaching Center, ASU Online Student Services, and Pearson Recruitment
2. Develop and maintain the MSW Online Center and BA CASP Resource Center in Canvas for students
3. Develops and maintains the Primary Instructors and Co-Instructor Resource Center in Canvas; provides additional resources and training to faculty teaching online as needed
4. Develops and organizes orientations for students at the beginning of each semester.
5. Works with the Associate Director for Student Services in organizing orientations for new Faculty Associates, Primary Instructors, and Co-Instructors
6. Brings forward program and course design issues impacting the delivery of program courses to the Office of Education Innovation
7. Assist faculty and staff in troubleshooting technical issues
8. Scheduling
9. With guidance from the college online liaison and SSW committees, devise a predictable program course schedule that accommodates plan of study progression, minimizes impact on SSW resources, and addresses periodic quality reviews of program courses, and accommodates cross-divisional program schedules
10. Work with the Associate Director for Student Services and Programs and SSW committees to come up with student enrollment projections for online courses that utilize the Primary Instructor Teaching model and minimize the impact on SSW resources
11. Facilitate periodic quality reviews of online courses, and accommodate cross-

**SWK 110**

**Online Program Coordinator   
Effective 1/19/22**

**Dean Approved 10/4/2022**

divisional program schedules

1. Planning and Policies
2. With guidance from the Associate Director for Academic Affairs, the

Associate Director for Student Services and Programs, and the Office of Education Innovation, plan and develop policies for the rollout and ongoing maintenance of the MSW online program and BA-CASP online program

1. Bring forward issues and policies to consider for program-wide implementation
2. Advising, Recruiting and Student Issues
3. Consult with SSW faculty and advising staff on student issues and issues related to academic or professional academic probation
4. Works with Watts College Recruiting, Marketing, and ASU online liaison to recruit students to the program, including the development of marketing and student orientation materials
5. Work closely with the MSW and Baccalaureate Coordinators on student issues and concerns; and serve as the administrative liaison between external departments and the SSW to ensure consistency in communication
6. Attends commencement
7. Nominates students for available scholarships, Graduate College support program, and other awards
8. Teaching
9. Teaches two courses per semester (Fall, Spring, Summer) within the online program
10. Act as faculty course lead for one or more courses
11. Prepare and deliver lectures and seminars in congruence with online program needs
12. Design, prepare and develop courses and teaching materials

**SWK 110**

**Online Program Coordinator   
Effective 1/19/22**

**Dean Approved 10/4/2022**

1. Grade and assess student coursework and exams
2. Mentor and prepare students while also advancing the mission of the SSW
3. Facilitate student success through active mentorship and innovative learning experiences that prioritize access, inclusion, diversity, community engagement and excellence
4. Additional Duties
5. Attend faculty meeting, Curriculum Committee meetings, and Management Team meetings in the SSW and Watts College
6. Provides service to the SSW, Watts College, and ASU
7. Participation and representation of the SSW on community and national levels by attending the CSWE Annual Program Meeting, BPD, and other appropriate forums
8. Collaborates with ASU colleagues on initiatives central to the growth of online programs
9. Reports to the Associate Director, Academic Affairs

**SWK 201**

**Faculty Workload**

**Effective 8/20/1990**

**Revised 3/22/2013**

**Page 1 of 1**

**APPLICABILITY:** Tenured, tenure track faculty

**SOURCE**: School of Social Work Faculty Council

**POLICY**: Workload expectations

1. The following shall be considered minimum teaching and school service responsibilities:

A. Teach six credits of classroom courses per semester

B. Serve actively as a member of:

(1) the Faculty Council

(2) one Program Committee

(3) a minimum of one additional School of Social Work Committee or

ad hoc committee assignment as requested by the Director

“Serve actively” is defined as attending at least 70% of retreats and meetings during the previous two semesters of service and completing assignments established within each committee or by the Faculty Council.

C. Carry an equitable load of advisees. An equitable load is generally assumed to be an equal number of advisees assigned to each faculty as per SWK 308.

D. Unless negotiated with the Director, faculty members who do not fulfill one or more of the responsibilities defined above will be assigned an additional course in the following semester.

**SWK 202**

**Faculty Workload – Teaching**

**Effective 8/18/1986**

**Revised 3/22/2013**

**Page 1 of 1**

**PURPOSE:** To define teaching responsibilities for School of Social Work faculty

**SOURCES:** Conditions of Faculty Service

School of Social Work Faculty Council

**APPLICABILITY**: All faculty, School of Social Work

**POLICY**: Faculty Teaching Responsibilities Include:

1. Following the faculty approved course syllabus.

2. Keeping current in teaching areas through readings and research. Currentness should be measured according to continually revised text materials and syllabi.

3. Insuring that the course is evaluated in accordance with School of Social Work policies and procedures.

4. Faculty assignments should be in accord with individual faculty expertise and should facilitate faculty development within the framework of the school mission.

5. Faculty assignments are constrained by the following parameters:

A. To the extent possible, required or core courses should be assigned to tenured and tenure track faculty.

B. To the extent possible, at least one tenured or tenure track faculty member should be assigned to teach required or core courses taught in multiple sections.

C. Electives can be taught by tenured, tenure-track, and non-tenure track faculty and faculty associates***.***

D. All tenured and tenure track faculty who teach fewer than two courses in a semester (unless approved by the Director) will be required to make up for that deficit during the next semester such that all faculty will teach four courses per year.

**SWK 203**

**Faculty Workload – Teaching Release for Chairing Dissertations and Theses**

**Effective 2/14/14**

**Revised 5/4/22**

**Dean Approved 1/3/2023**

**~~SWK 203~~**

**~~Faculty Workload – Teaching release for Chairing Dissertations and Theses~~**

**~~Effective 2/14/14~~**

**~~Page 1 of 1~~**

**PURPOSE:** To define credited release from teaching responsibilities for service as chair of student dissertations and theses

**APPLICABILITY**: All tenure-track faculty, School of Social Work

**POLICY**: **Teaching Release for Chairing Dissertations and Theses**

Service as the chair of a doctoral dissertation, master’s thesis, or undergraduate honors thesis entails considerable time devoted to research guidance and mentorship. The relationship serves as an intensive teaching experience by the chair with the student. The following formula for earned course release serves in recognition of this commitment:

1. A release from teaching a required course (see SWK 201 and SWK 202) will be available upon completion of **3 units** of chairing service.
2. Chairing service can be earned in the following ways:

Chairing a doctoral dissertation to completion = 1 unit

Co-chairing a doctoral dissertation to completion = .5 unit

Chairing 3 masters theses to completion = 1 unit

Chairing 4 undergraduate honors theses = 1 unit

1. Credits accrued for a course release must be used within a 7 year span in which the units for completion of dissertations or theses are earned.
2. Course release is to be negotiated by the faculty member with the Director.

**SWK 300**

**Advancement** **– BSW**

**Effective 8/1/2015**

**Revised 2/2019**

**Revised 3/2020**

**Revised 4/1/2021**

**Dean Approved 11/2/2022**

**PURPOSE:** To provide criteria and procedures for advancement into the BSW program

**SOURCE**: Faculty Council

**APPLICABILITY**: All BSW students

**POLICY**:

To advance to the BSW professional program students must meet established criteria and go through a review process.

**Advancement Criteria -**Guaranteed Advancement

Students are reviewed for advancement during the final semester of 300-level courses. Students who submit complete applications by the deadline are guaranteed advancement to the BSW professional program if they meet the following criteria:

1. A minimum overall GPA of at least 2.0 and a minimum SW GPA of 2.5 with at least a C in social work courses after completion of SWU 171, SWU 291, and SWU 295
2. A minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 303, SWU 340 and SWU 374
3. A minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 311, SWU 312, and SWU 306
4. Completion of all lower-division General Studies requirements as described by the University and as part of the BSW Program
5. Evidence of 40 hours of social work-related volunteer or paid work experience. This requirement is satisfied by completion of SWU 291 with a grade of C or higher. Students who have completed the course equivalent of SWU 291 without the required volunteer hours must provide proof of completion of a minimum of 40 hours of social work-related volunteer or paid work experience
6. Proof of having a current Level 1 Fingerprint Clearance Card
7. Advancement Criteria - Provisional Advancement
8. Students who have not yet taken SWU 340 in requirement 2 may petition for an exception and may be advanced provisionally if they can demonstrate that reasons outside of their control prevented them from completing this course before applying for advancement.
9. The student must meet requirement 2 upon completion of this course to maintain advancement status.
10. Students who do not meet requirement 6 may petition for an exception to this requirement and may be provisionally advanced if field placements can be identified that will accept them

**Pre-Advancement** Milestones

1. Milestone 1: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of 2.5 with at least a C in social work courses after completion of SWU 171, SWU 291, and SWU 295. Students who do not meet these minimum requirements will advance to the next milestone on a probationary status and students will develop a plan for success that must be approved by the Program Coordinator.
2. Milestone 2: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 303, SWU 340 and SWU 374. Students with a SW GPA between 2.50 and 2.99 will develop a plan for success that must be approved by the Program Coordinator. Students who do not meet these minimum requirements, including passing each critical social work course with at least a C, will not be able to advance to courses required in Milestone 3 and are encouraged to meet with Academic Services staff to determine if it is possible for them to meet these minimum standards by (re)taking additional courses. If it is not possible, Academic Services staff will assist them in identifying other degree options.
3. Milestone 3: Students must earn a minimum overall GPA of at least 2.0 and a minimum SW GPA of at least 3.0 with at least a C in critical social work courses after completion of SWU 311, SWU 312, and SWU 306. Students will simultaneously enroll in SWU 311 and SWU 312, with the same instructor for both courses. The SWU 311/SWU 312 courses are taught as a cohort in order to provide a seamless flow from instruction to practice. Students who do not meet these minimum requirements and pass each critical social work course with at least a C will not be able to advance into the BSW Program and are encouraged to meet with Academic Services staff to determine if it is possible for them to meet these minimum standards by (re)taking additional courses. If it is not possible, Academic Services staff will assist them in identifying other degree options. Students who earn a grade below a C in SWU 311 and/or in SWU 312, must enroll in the course(s) for which they earned a grade below a C in the semester immediately following the semester in which they received the grade below a C. SWU 311 and SWU 312 may be retaken only once for a total course enrollment of two times

D. Notification to Students

Students who do not meet the requirements for each milestone shall be notified that they are not meeting the minimum standards for advancing to the BSW Professional Program and can meet with Academic Services staff about options available to them.

**E. Advancement Process**

Students are reviewed for advancement to the BSW Professional Program during the Spring and Fall semesters. The deadline for submission of advancement materials for the Fall semester is February 1st and for the Spring semester is September 15th. Students requesting advancement must submit the following materials:

1. “Intent to Advance to the BSW Professional Program” application and checklist;
2. Signed Standards of Professional and Ethical Behavior Form;
3. Copy of Fingerprint Clearance Card;
4. Petition for Exception to Advancement Requirements (if applicable).

**F. Advancement Review Process**

* 1. Academic Services staff shall prepare an advancement profile for each student who submits “Intent to Advance to the BSW Professional Program” materials. This profile will include overall GPA, SW GPA, grades for critical social work courses, and status of lower-division General Studies and pre-requisite requirements including MAT 142, ENG 101, and ENG 102

1. All advancement profiles shall be reviewed according to the BSW Professional Program advancement criteria by the BSW Program Coordinator.
2. Students who meet all criteria for guaranteed advancement shall be notified by Academic Services staff in writing, via email, and/or certified mail regarding their advancement status.
3. Students who meet criteria for provisional advancement shall be contacted by the BSW Program Coordinator as needed. The BSW Coordinator may consult with the Field Education Office about Field Practicum options for students who do not have a Fingerprint Clearance Card. These students shall be notified by Academic Services staff in writing, via e-mail, and/or certified mail regarding advancement status.

**~~SWK 300~~**

**~~Advancement~~****~~– BSW~~**

**~~Effective – Fall 2015~~**

**~~Page 4 of 4~~**

1. Students approved for advancement will be cleared by Academic Services staff for registration into BSW 400-level Professional Program courses, including Field Practicum.

**G. Maintaining BSW Professional Status**

To maintain BSW Professional Program status students must sustain an overall GPA of 2.0 and SW GPA of 2.75 with no grade lower than a C. Students are responsible for notifying the BSW Coordinator upon a change of status of their Fingerprint Clearance Card.

**H. Re-Submission, Exemptions, and Appeals Process**

* 1. Students in good standing with the University who do not meet the criteria for advancement to the BSW Professional Program can meet with Academic Services staff to learn about other degree options
  2. Students who are not approved for advancement to the BSW program may reapply if the reason for non-advancement has been corrected (e.g., their GPA has been raised)
  3. Students who are disqualified to continue in the program because they fail to meet Milestone 2 or 3 or who are not approved for advancement may appeal the decision to the BSW Advancement Committee by completing the Petition for Exceptions to Advancement Requirements form. Each petition for exception will be decided by a majority vote of the three BSW Advancement Committee members (see below). The BSW Advancement Committee may approve advancement without conditions or on a probationary basis, or may support the decision to not advance the student. The student may appeal the decision of the BSW Advancement Committee through the College of Public Programs’ Academic Grievance process, which includes meeting with the Director of the School of Social Work before advancing to the full College Committee.

1. **BSW Advancement Committee**
2. The BSW Advancement Committee will be composed of three faculty members including the BSW Program Coordinator
3. Membership of three regular members and one alternate member to the BSW Advancement Committee will be determined by a vote of the BSW Committee at the beginning of each academic year. At least 2 of the 3 members of the Advancement Committee shall be tenured or tenure-track faculty

**SWK 301**

**Admissions – MSW**

**Effective – 9/92**

**Revised 3/2/2022**

**Dean Approved 10/4/2022**

**~~SWK 301~~**

**~~Admissions – MSW~~**

**~~Effective – 9/92~~**

**~~Page 1 of 7~~**

**PURPOSE:** To provide an evaluation system and procedures for MSW Admissions

**SOURCE**: Faculty Council

**APPLICABILITY**: All MSW Applications

**POLICY**:

Applicants should have:

(1) a liberal arts Baccalaureate degree from accredited institution; or

(2) a BSW from an accredited school of social work; or

(3) other Baccalaureate degree from accredited institution, and completion of 30 semester credit hours in liberal arts courses at the undergraduate or graduate level;

(4) a minimum of 240 of social work or human services experience within the last 5 years. This can include a mix of paid and unpaid jobs, including volunteer work, internships or service corps participation. This experience should involve direct work with people in the community or organizations, and can be in the broad areas of social service, education, health care, legal system, policy or community organizing and advocacy.

(5) a minimum 3.00 GPA for undergraduate cumulative or junior/senior years or at least six hours of graduate level coursework or a master’s degree with a 3.00 GPA or higher.

(6) students may take at least 6 credit hours (maximum 12) of graduate level social work classes as a nondegree seeking student through ASU if they do not meet the 3.00 GPA requirement. Classes must be completed with a grade of B or better and completed no more than 3 years prior to beginning the Master of Social Work program to be considered for transfer. Nondegree transfer credits will only be accepted from ASU. GRE, MAT score may also be submitted if a cumulative GPA of 3.00 is not achieved. The 30 credit hours of liberal arts courses must include coursework from the humanities, social/behavioral sciences, and natural sciences. It is in the humanities within which questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and questions of moral, aesthetic and other human values are explored. Coursework in the social/behavioral sciences as well as natural sciences is equally important in that it is here that scientific methods of inquiry and empirical knowledge about human behavior, both within society and individually, are covered

A 100-point rating system with objective and subjective criteria is used for MSW Admissions to allow for input from the MSW Admissions Committee members.

The rating system has four major criteria: 1) References; 2) Experience; 3) Personal Statement; and 4) Special Qualifications. The rating system is provided below:

1. **References** (Maximum 15 Points)

1. **Experience** (Maximum 25 Points)

1. **Personal Statement**
   1. Writing Skills (Maximum 20 points)
   2. Content (Maximum 25 points)
2. **Special Qualifications** (Maximum 15 Points)

**ADMISSIONS PROCEDURES**

There are multiple deadlines for the submission of MSW applications.

For fall admission, all initial applications must be submitted by June 1st unless the deadline is extended. Supplemental materials must be received by the School of Social Work no later than 15 days following the application deadline.

For spring admission, all initial applications must be received by November 1st, unless the deadline is extended, with supplemental materials needing to be received by the School of Social Work no later than 15 days after the deadline to apply.

For the Advanced Standing MSW programs starting in the summer, all initial applications are due by February 1st with supplemental materials needing to be received by the School of Social Work no later than February 15th, unless the deadline is extended.

The admissions support staff shall process all admissions materials and create a rating form for each applicant. The staff will provide **GPA** scores based on student transcripts.

The files, with attached rating forms, will be forwarded to members of the MSW Admissions Committee who will award points for **References, Experience, Special Qualifications and the Personal Statement.**

Upon completion of the review, applicants who have a composite score on **References,** **Experience, Personal Statement** and **Special Qualifications** of 80 or more points and **GPA of 3.00 or higher** and no issues of concern will be granted admission to the program. Students may be admitted provisionally if they have a GPA less than 3.0 and other parts of their application are considered strong.

The MSW Admissions Committee will provide a second review and recommendation for applicant who did not receive a minimum composite score on the above-noted criteria of 80 points

The MSW Admissions Committee has authority to:

* + - Admit an applicant.
    - Not recommend admission – the reviewer must explain the committee’s action and rationale.

Applicants who have a composite score on **References,** **Experience, Personal Statement** and **Special Qualifications** of less than 80 points will be declined admission.

There is no fixed or inflexible cutoff for applicants who were not awarded immediate admission. In any given year, judgment may be exercised by the MSW Admissions Coordinator, in consultation with the faculty and the Director, as to how many students should be admitted and what cutoff point should be used for non-admission.

Applications for admission to the Advanced Standing program will form a separate pool of candidates.

**~~SWK 301 - ATTACHEMENT A – Admissions Rubric~~**

~~Writing Skills (Maximum 20 points)~~

~~Criteria: Grammar, punctuation, spelling, neatness, organization, clarity of expression, logical flow, and sufficient responses to questions:~~

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| **~~Criteria~~** | **~~No skills demonstrated in this area~~** | **~~Minimum skill demonstrated in this area~~** | **~~Some skill evident but skills not proficient~~** | **~~An acceptable level of skill was demonstrated in this area~~** | **~~Proficiency noted in this area, applicant exceeds standards~~** | **~~Item score~~** |
| **~~Grammar, spelling & punctuation~~** | ~~0~~ | ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ |  |
| **~~Neatness & organization~~** | ~~0~~ | ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ |  |
| **~~Clarity of expression~~** | ~~0~~ | ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ |  |
| **~~Logical Flow~~** | ~~0~~ | ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ |  |
| **~~Sufficient response to questions asked~~** | ~~0~~ | ~~1~~ | ~~2~~ | ~~3~~ | ~~4~~ |  |
| **~~Total score~~** |  |  |  |  |  |  |

**SWK 302**

**Waiving and Transferring of Credits**

**Effective 8/92**

**Revised 5/4/2022**

**Dean Approved 11/2/2022**

**~~SWK 302~~**

**~~Transferring of Credits~~**

**~~Effective 8/92~~**

**~~Revised 2/15/13~~**

**~~Page 3 of 3~~**

**PURPOSE:** To define policies for waiving and transferring of credit

**SOURCE:** Faculty Council

**APPLICABILITY**: All students, School of Social Work

**POLICY**: Waiving and Transferring Credits

Consistent with the policies of the Council on Social Work Education, credit for life experience and previous work experience must not be given under any circumstances, in whole or part, in lieu of field practicum or of courses in the professional foundation areas.

1. Graduate Student Policies

The number of hours required to complete the MSW degree ranges from 39 credits in Advanced Standing to 60 credits hours, in the standard program. Admitted students may reduce the number of credits required for their degree, by:

1. Transferring in courses:
   1. Transfer work must have been completed within three years of the semester and the year of admission to the MSW Program at ASU.
   2. Students who are transferring from an accredited graduate social work program must apply for admission, submit their social work transcripts and course syllabi, and a letter of good standing from their current MSW Program. A minimum of 30 credit hours must be completed at ASU. All transfer coursework must be completed with a grade of “B” or better.
   3. Students who take non-degree graduate courses in the ASU School of Social Work may have the credits transferred in upon admission to the MSW program. Graduate College policy limits students to a total of 12 credit hours.
   4. Only six hours of elective credit may be transferred to the PAC concentration and only three hours of elective credit may be transferred to the Advanced Direct Practice concentration.
2. Exemptions from Required Courses:
   1. BSW or BA-CASP students from ASU, or students who have completed a social welfare minor or concentration at ASU, may be exempt, without examination, from the courses listed below. BSW students from other CSWE-accredited programs must submit a petition for course exemption, and copies of course syllabi and transcripts. The MSW Program Coordinator will use these materials to perform an equivalency review.

**Important note**: For students to be eligible for course exemptions they must have received their BSW degree no more than three years before the date of admission.

**SWG 531**, if the student has at least an “A-” in 332 or 432; or an equivalent social work course;

**SWG 533**, if the student has at least an “A-” in SWU 374 or 474; or an equivalent social work course;

**SWG 585**, if the student has at least an “A-“ in SWU 411, or an equivalent social work course.

**TOTAL CREDITS**  **9**

**~~SWK 302~~**

**~~Transferring of Credits~~**

**~~Effective 8/92~~**

**~~Revised 2/15/13~~**

**~~Revised 5/04/22~~**

**~~Page 3 of 3~~**

B. Undergraduate Student Policies

1. Students who are transferring from an accredited undergraduate social work program must submit a petition and their social work transcript and course descriptions. The BSW Coordinator reviews the material and may request additional documentation including course syllabi be submitted through ASU’s course evaluation process.

2. Students who are transferring from a non-accredited undergraduate social work program must submit course syllabi in addition to their social work transcript. Students from non-accredited programs must provide evidence of course assignments, course readings, and course learning objectives if these are not included in the syllabus. To verify that the courses meet our program goals, students are often asked to submit a letter from a faculty member or administrator of the other institution describing the course.

**~~SWK 303~~**

**~~Statistics Deficiency~~**

**~~Effective 8/18/1986~~**

**~~Revised 3/3/2000~~**

**~~Page 1 of 1~~**

**~~PURPOSE~~**~~: To define policy on making up statistics deficiency in the MSW Program~~

**~~SOURCES~~**~~: School of Social Work Faculty Council~~

**~~APPLICABILITY~~**~~: All MSW Students~~

**~~POLICY~~**~~: Statistics Deficiency (MSW)~~

~~Graduate students are required to successfully complete a course in statistics before classes start in the semester admitted. The course is a prerequisite and does not count toward the MSW degree. Students, not meeting this requirement, may be admitted with the provision that the statistics course be completed within one academic year. Since it is a preparatory course, it is recommended that it be completed at the undergraduate level. A letter grade or pass/fail will be accepted. Statistics with a grade of audit will not be accepted.~~

~~Students, accepting admission with the statistics deficiency, accept the responsibility to complete the course by the date indicated in the admission letter from the Graduate College complete a waiver requesting an extension not longer than one academic year. Unless the course in statistics is successfully completed by the date stated in the admission letter or in the waiver a student can be denied registration privileges.~~

**SWK 304**

**Part Time Program – MSW**

**Effective 1/31/87**

**Revised 1/29/93**

**Revised 5/4/2022**

**Dean Approved 11/2/2022**

**~~SWK 304~~**

**~~Part Time Program – MSW~~**

**~~Effective 1/31/87~~**

**~~Revised~~**

**~~Page 1 of 10~~**

**PURPOSE**: To establish guidelines for part time study in the MSW Program

**SOURCES**: Faculty Meeting Minutes 1/29/93

**APPLICABILITY**: All MSW Students

**POLICY**: Part Time MSW Program

A. Definitions:

Full Time Students are those who complete the MSW program in two academic years

Part Time Students are those who complete the MSW program in more than two academic years

B. Standardized three and four year part-time program of study

1. In order to guide curriculum planning to preserve the integrity of the MSW Program of Study, a three year and a four year plan are available. Part-time students, upon admission, will designate one of these plans and will follow the prescribed curriculum.

2. Deviation from the prescribed curriculum is permitted only by petition to the Coordinator of the MSW Program. Students will be allowed to register for courses only if they are following the standard curriculum plan or are following a course of study which has been approved by the Coordinator of the MSW Program as designated on an approved Curriculum Variance form.

C. Principles/Guidelines for Curriculum Planning Variances

1. Principles not Subject to Variation

a. Course prerequisites and co-requisites must be honored.

b. The field practicum is taken concurrently with, or after, the corresponding practice courses. It must be taken in an arrangement which maintains continuity of the internship hour requirement.

**~~SWK 304~~**

**~~Part Time Program – MSW~~**

**~~Effective 1/31/87~~**

**~~Revised~~**

**~~Page 2 of 10~~**

c. Policies governing time frameworks (e.g., CSWE guideline that the MSW be completed within five years and the University requirement that all work counted toward the degree must be done within six years) must be followed.

2. Principles Subject to Variation Upon Petition & with Justification

a. If not taken concurrently, Generalist supportive courses (social policy, HBSE) are taken before the practice and field-related courses.

b. All Generalist pre-requisites should be completed before the Concentration required courses are taken. This includes SWG 541 and 542.

D. Conversion from Full-Time to Part-Time Status

1. Full-time students who request variances which will cause them to require more than two years to complete the program must convert to part-time status and must develop a complete program of study to be submitted for approval to the Coordinator of the MSW Program.

2. Change in status from full to part-time is automatic upon request if space is available in classes and if the program of study is acceptable according to the principles above. The Coordinator of the MSW Program must approve such requests.

B. **Three Year Plan**

**Generalist Coursework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 501 | 3 | Generalist |
|  | SWG 531 | 3 | Generalist |
|  | SWG 533 | 3 | Generalist |
|  |  |  |  |
| Spring | SWG 502 | 3 | Generalist |
|  | SWG 519 | 3 | Generalist |
|  | SWG 585 | 3 | Generalist |
|  |  |  |  |
| Fall | SWG 510 | 3 | Required Core |
|  | SWG 541-Field Practicum I | 3 | Generalist |
|  | SWG Elective | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 511 | 3 | Generalist |
|  | SWG 542-Field Practicum II | 3 | Generalist |
|  | SWG Elective | 3 | Other Requirement |

**Generalist Coursework (Online)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 501 | 3 | Generalist |
|  | SWG 540 | 3 | Restricted Elective |
|  | SWG 502 | 3 | Generalist |
|  |  |  |  |
| Spring | SWG 531 | 3 | Generalist |
|  | SWG 533 | 3 | Generalist |
|  | SWG 519 | 3 | Generalist |

|  |  |  |  |
| --- | --- | --- | --- |
| Fall | SWG 510 | 3 | Required Core |
|  | SWG 541-Field Practicum I | 3 | Generalist |
|  | SWG 511 | 3 | Generalist |
|  |  |  |  |
| Spring | SWG 585 | 3 | Generalist |
|  | SWG 632 | 3 | Restricted Elective |
|  | SWG 542-Field Practicum II | 3 | Generalist |

**Concentration Coursework (ADP-CY&F)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 606 | 3 | Restricted Elective |
|  | SWG 608 | 3 | Restricted Elective |
|  | SWG 619 | 3 | Restricted Elective |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 617 | 3 | Restricted Elective |
|  | SWG 621 | 3 | Culminating Experience |
|  | SWG 642-Advanced Practicum II | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |

**Concentration Coursework (ADP-HBHA)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 604 | 3 | Restricted Elective |
|  | SWG 613 | 3 | Restricted Elective |
|  | SWG 619 | 3 | Restricted Elective |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |

|  |  |  |  |
| --- | --- | --- | --- |
| Spring | SWG 661 | 3 | Restricted Elective |
|  | SWG 621 | 3 | Culminating Experience |
|  | SWG 642-Advanced Practicum II | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |

**Concentration Coursework (ADP-HBHA-Medical)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 604 | 3 | Restricted Elective |
|  | SWG 613 | 3 | Restricted Elective |
|  | SWG 606 | 3 | Restricted Elective |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG Elective | 3 | Restricted Elective |
|  | SWG 621 | 3 | Culminating Experience |
|  | SWG 642-Advanced Practicum II | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |

**Concentration Coursework (PAC)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 685 | 3 | Restricted Elective |
|  | SWG 681 | 3 | Restricted Elective |
|  | SWG 682 | 3 | Restricted Elective |
|  | SWG 643-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG Elective | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  | SWG 623 | 3 | Other Requirement |
|  | SWG 644-Advanced Practicum II | 3 | Restricted Elective |

**Concentration Coursework (AG)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 606 | 3 | Restricted Elective |
|  | SWG 640 | 3 | Restricted Elective |
|  | SWG 623 | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 610 | 3 | Restricted Elective |
|  | SWG 614 | 3 | Restricted Elective |
|  | SWG 645-Professional Experience III | 3 | Restricted Elective |
|  |  |  |  |
| Summer | SWG 693 |  | Culminating Experience |
|  | SWG 646-Professional Experience IV |  | Restricted Elective |

SWG Elective: Electives must be graduate-level social work courses. If you would like to take a course outside of the School of Social Work as an elective, students must submit a petition to the MSW Coordinator.   
   
Students may opt to take their electives during the summers in order to lighten the course load during the third year of their program. Summer offerings are contingent upon enrollment.

Most courses are only offered in the semesters as they are outlined. ADP students may also take non-ADP Committee recommended SWG courses as electives.

C. **FOUR YEAR PLAN**

**Generalist Coursework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **Course** | **Credits** | **Category** |
| Fall | SWG 501 | 3 | Generalist |
|  | SWG 531 | 3 | Generalist |
|  | SWG 533 | 3 | Generalist |
|  |  |  |  |
| Spring | SWG 502 | 3 | Generalist |
|  | SWG 519 | 3 | Generalist |
|  | SWG 585 | 3 | Generalist |
|  |  |  |  |
| Fall | SWG 510 | 3 | Required Core |
|  | SWG 541-Field Practicum I | 3 | Generalist |
| Session A | SWG 591-Child Networking I | 1 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 511 | 3 | Generalist |
|  | SWG 542-Field Practicum II | 3 | Generalist |
| Session A | SWG 519- Child Networking II | 1 | Restricted Elective |

**Concentration Coursework (CY&F)**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Course | Credits | Category |
| Fall | SWG 606 | 3 | Restricted Elective |
|  | SWG 608 | 3 | Restricted Elective |
|  | SWG 591-Child Networking III | 1 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 617 | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  |  |  |  |
| Fall | SWG 619 | 3 | Other Requirement |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |

|  |  |  |  |
| --- | --- | --- | --- |
| Spring | SWG 621 |  | Culminating Experience |
|  | SWG 642-Advanced Practicum II |  | Restricted Elective |

**Concentration Coursework (HBH)**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Course | Credits | Category |
| Fall | SWG 606 | 3 | Restricted Elective |
|  | SWG 613 | 3 | Restricted Elective |
|  | SWG 591-Child Networking III | 1 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 661 | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  |  |  |  |
| Fall | SWG 619 | 3 | Other Requirement |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 621 | 3 | Culminating Experience |
|  | SWG 642-Advanced Practicum II | 3 | Restricted Elective |

**Concentration Coursework (HBH-Medical)**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Course | Credits | Category |
| Fall | SWG 606 | 3 | Restricted Elective |
|  | SWG 613 | 3 | Restricted Elective |
|  | SWG 591-Child Networking III | 1 | Restricted Elective |
|  |  |  |  |
| Spring | SWG Elective | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |

|  |  |  |  |
| --- | --- | --- | --- |
| Fall | SWG 604 | 3 | Other Requirement |
|  | SWG 619 | 3 |  |
|  | SWG 641-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 621 | 3 | Culminating Experience |
|  | SWG 642-Advanced Practicum II | 3 | Restricted Elective |

**Concentration Coursework (PAC)**

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Course | Credits | Category |
| Fall | SWG Elective | 3 | Restricted Elective |
|  | SWG 681 | 3 | Restricted Elective |
|  | SWG 591-Child Networking III | 1 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 632 | 3 | Restricted Elective |
|  | SWG Elective | 3 | Restricted Elective |
|  |  |  |  |
| Fall | SWG 682 | 3 | Restricted Elective |
|  | SWG 685 | 3 | Restricted Elective |
|  | SWG 643-Advanced Practicum I | 3 | Restricted Elective |
|  |  |  |  |
| Spring | SWG 623 | 3 | Restricted Elective |
|  | SWG 644-Advanced Practicum II | 3 | Restricted Elective |

SWG Elective: Electives must be graduate-level social work courses. If students would like to take a course outside of the School of Social Work as an elective, they must submit a petition to the MSW Coordinator.   
   
Students may opt to take their electives during the summers in order to lighten the course load during the third year of their program. Summer offerings are contingent upon enrollment.   
   
Most courses are only offered in the semesters as they are outlined. ADP students may also take non-ADP Committee recommended SWG courses as electives.

**Acceptable variations to provide maximum flexibility:**

\*\* Electives may be taken at any time

\*\* Summer offerings such as 502, 531, 580, 606, 620, and 621 may enable students to reduce course loads to 6 credits per semester. It will help if we can assure certain offerings on a regular basis.

\*\* Any Year Three courses may be moved to year Two, if needed to allow for better distribution of credits after transfers.

**SWK 305**

**Curriculum Exceptions**

**Effective 8/18/86**

**Revised 3/3/00**

**Revised 5/4/22**

**Dean Approved 11/2/2022**

**~~SWK 305~~**

**~~Curriculum Exceptions~~**

**~~Effective 8/18/86~~**

**~~Revised 3/3/00~~**

**~~Page 1 of 3~~**

**PURPOSE**: To define the process for requesting curriculum exceptions

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All social work students

**POLICY**: Curriculum Exceptions

The curriculum at the School of Social Work has been designed to provide an educational program of inter-related and competency based sequential courses. The School reinforces that any adjustment of the curriculum must be the exception, and that any petitions to do so must be followed. Classes should not be taken out of order if prerequisites have not been fulfilled.

A. Policy

1. All petitions for curriculum exceptions, such as course sequencing and summer block field placements must be submitted to an academic advisor who will then forward the petition to the Field Education Manager, and/ or MSW or BSW program coordinators . Eligible students must be in good standing both academically (as measured by a GPA) as well as in their field placement, if applicable.

2. Petitions should be submitted 3 0 days before the plan goes into effect.

3. The appropriate program coordinator will be responsible for final review of petitions, assessing plan for completion of the program and implications for personnel and/or school resources.

4. The appropriate program coordinator will communicate the decision to the student and a copy will be placed in the student s’ file.

B. Procedures

1. Student and advisor meet to plan total academic schedule. Petitions cannot be submitted if students have not met with their Academic Advisor.

**~~SWK 305~~**

**~~Curriculum Exceptions~~**

**~~Effective 8/18/86~~**

**~~Revised 3/3/00~~**

**~~Page 2 of 3~~**

2. Student initiates the petition, which must be signed by the advisor and submits it to the Field Education Manager and the appropriate program coordinator. Curriculum variance request forms are available through Academic Services and approval is submitted via e-signature (eg. Docusign or Adobe Sign).

**~~SWK 305~~**

**~~Curriculum Exceptions~~**

**~~Effective 8/18/86~~**

**~~Revised 3/3/00~~**

**~~Page 3 of 3~~**

3. Petition must include:

a) Request for the particular exception

b) Rationale

c) Student’s total educational course plan

4. The appropriate program coordinator will evaluate the curriculum exception petition in the context of educational value, school resources, and curriculum policies.

5. The appropriate program coordinator will act on the petition and communicate it to the student in writing with a copy placed in the student’s file.

C. Change in Status - Graduate Students

Students are admitted either on 2 year or 3 year plan of study . Any variance from the selected plan of study must be approved by the student’s academic advisor.

**SWK 306**

**Non SWG Electives – Graduate Students**

**Effective 8/18/86**

**Revised 7/28/99**

**Revised 5/4/22**

**Dean Approved 11/2/2022**

**~~SWK 306~~**

**~~Electives – Graduate Students~~**

**~~Effective 8/18/86~~**

**~~Revised 7/28/99~~**

**~~Page 1 of 1~~**

**PURPOSE**: To establish procedures for requesting non SWG electives for MSW students

**SOURCE**: School of Social Work Faculty Council

**APPLICABILITY:** All MSW Students

**POLICY**: Cross Campus Electives - Graduate Students

At the discretion of the MSW Program Coordinator, and in accordance with the students plan of academic study, graduate course offerings in other departments of the University may serve as elective courses (not to exceed the allowable number of elective hours required for graduation). The student should meet with Academic Services to review their plan of study and request the proper electronic form to submit their request. Requests will be reviewed and the student will be notified via their university email along with their Academic Advisor.

**SWK 307**

**Readings and Conference/Independent Study Courses**

**Effective 8/18/86**

**Revised 5/00**

**Revised 5/4/22**

**Dean Approved 11/2/2022**

**~~SWK 307~~**

**~~Readings and Conference/Independent Study Courses~~**

**~~Effective 8/18/86~~**

**~~Revised 5/00~~**

**~~Page 1 of 2~~**

**PURPOSE**: To define expectations of Readings and Conference and Independent Study courses

**SOURCE**: School of Social Work Faculty Council

**APPLICABILITY:** All faculty and students, School of Social Work

**POLICY:** Readings and Conference/Independent Study Courses

A. A Readings and Conference/Independent Study course is designed to provide an opportunity for the senior student or for the graduate student to do an original study of investigation in the major or field of specialization on an individual basis with a minimum of supervision or direction. Eligible students must be in good standing both academically (as measured by a GPA) as well as in their field placement, if applicable. Faculty time is calculated at 1 hour per week per project.

B. It is the policy of the School of Social Work, at the Graduate level that a Readings and Conference Course or an Independent Research Course; and the Undergraduate level an Independent Study Course be taken to either:

1) Fulfill a requirement under special circumstances for transfer students;

2) Enrich an area of specialization

C. These courses are not intended to replace required courses in the curriculum to be the means for finishing work in which a grade of an incomplete was awarded, in which the student failed the course, and in which the student withdrew from the course.

D. In accordance with the classification used by the University and the Graduate College, the School of Social Work will use the following numbers and definitions:

1) SWU 499 Individualized Study (BSW):

Independent study in which a student meets regularly with a faculty member to discuss assignments. The course may include such assignments as intense reading

**~~SWK 307~~**

**~~Readings and Conference/Independent Study Classes~~**

**~~Effective 8/18/86~~**

**~~Revised 5/00~~**

**~~Page 2 of 2~~**

in a specialized area, writing synthesis of literature on a specialized topic, writing literature review on a topic.

2) SWG 590/690 Readings and Conferences (MSW):

Independent study in which a student meets regularly with a faculty member to discuss assignments. The course may include such assignments as intense reading in a specialized area, writing synthesis of literature on a specialized topic, writing literature review on a topic.

3) SWG 592/692 Research (MSW):

Independent study in which a student, under supervision of a faculty member conducts research that is expected to lead to a specific project such as a report or publication. Assignments might include data collection, experimental work, data analysis, or preparation or a manuscript.

E. These courses may be arranged for from 1-3 credit hours. In registering for one of these courses, the following should be applied: each one hour of credit is equivalent to three hours of work per week. No student may apply more than 6 credit hours of these courses toward the BSW or MSW degree.

F. The instructor of record will determine the final grade and communicate to the appropriate Program Coordinator (BSW/MSW) who will then submit the final grades in accordance with University deadlines.

**SWK 308**

**Advisement**

**Effective 8/18/86**

**Revised 5/4/22**

**Dean Approved 11/2/2022**

**~~SWK 308~~**

**~~Advisement~~**

**~~Effective 8/18/86~~**

**~~Revised 8/92~~**

**~~Page 1 of 2~~**

**PURPOSE**: To define the role of the faculty/academic advisor

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY**: Advisement

1. Upon admission to the School of Social Work~~or BSW Program~~ each student is eligible to meet with an academic advisor.~~assigned a faculty member who serves as an advisor~~. The advisement relationship is supportive and flexible, attempting to meet the needs of each student. It is not meant to be a therapeutic relationship.
2. Undergraduate BSW, BA-CASP, and certificate students receive academic advising from the Watts College Center for Academic and Student Affairs. Students are not assigned to one advisor; they may meet with the next available or one of their choosing.  
    The following students are required to meet with an academic advisor to have their registration holds cleared:

all first-year students  
readmitted students  
students on probation  
students who have been disqualified  
students with admission competency deficiencies  
 transfer students in the first semester at ASU  
BSW students who are at 62 credit hours (to discuss Advancement)

1. Graduate MSW and certificate students receive academic advising from the MSW advising team of Academic Success Advisors and Academic Success Advising Coordinators. Students are required to complete a Canvas onboarding process upon admission to have their enrollment hold cleared by an advisor. After a student has enrolled for their first semester, they may schedule an appointment with an academic advisor. The MSW advisors use a team-based approach, and students can schedule with any of the advisors that advisor for their program.

These students are required to meet with an academic advisor:

Students who have not completed their interactive Plan of Study by the specified deadline

Students on academic probation

Students who have deviated from their plan of study without an approved curriculum variance

Students intending to pursue a Leave of Absence (LOA) and/or Medical Compassionate Withdrawal (MCW).

Students making a request to change their Plan Code or their Campus (between immersion and digital immersion).

1. Graduate Ph.D. students collaborate with an Academic Success Advising Coordinator and the Associate Director of Doctoral Education.

The advising coordinator prepares prospective student applications for committee review.

Students attend an orientation before the start of the semester, and the program of study and Ph.D. handbook are introduced to them

There are milestones that must be met in the Ph.D. program and the recording of comprehensive exams, dissertation committee members, and exam/prospectus/defense results are monitored by the advising coordinator.

The advising coordinator works as a liaison between SSW Business office and Associate Director of Doctoral Education to explore assist student inquiries regarding funding and other business matters.

B. Responsibilities of the academic success advisor t /coord inatort~~Faculty Advisor~~

1. The responsibilities of an academic advisor are to deliver accurate, timely and appropriate information and personal interchange necessary to guide students efficiently and effectively toward their educational goals.

2. The academic advisor is available, when necessary, to assist students in dealing with program requirements and completing essential forms. The academic advisor also utilizes academic success resources.

3. Assistance in following policies and procedures (including filling out proper

forms) in such areas as ~~readmission~~, grievances, appeals, curriculum variances, etc.;

6. Engaging in goal setting and career planning with students who withdraw or are terminated from the program.

7. School of Social Work curriculum requirements, regulations and resources.

8. Professional standards and expectations.

9. University regulations, requirements, and resources.

10. Student’s professional goals.

11. Student’s academic progress.

12. Student’s strengths and educational needs.

~~C. The advisor has the responsibility to have knowledge of:~~

~~1. School of Social Work curriculum requirements, regulations and resources.~~

~~2. Professional standards and expectations.~~

~~3. University regulations, requirements, and resources.~~

~~4. Student’s professional goals.~~

~~5. Student’s academic progress.~~

~~6. Student’s strengths and educational needs.~~

1.

**SWK 309**

**Information & Referral Person**

**Effective 8/18/86**

**Revised 8/92**

**Revised 4/13/22**

**Dean Approved 11/2/2022**

**~~SWK 309~~**

**~~Role of Ombudsperson~~**

**~~Effective 8/18/86~~**

**~~Revised 8/92~~**

**~~Page 1 of 1~~**

**PURPOSE**: To define the role of the Ombudsperson

**SOURCES**: Faculty Council

**APPLICABILITY**: All Faculty and Students, School of Social Work

**POLICY**: Role of the Information and Referral Person

A. The purpose of the Information and Referral (I&R) person is to be available for consultation with faculty and students regarding questions that may arise around policies related to problem resolution.

B.

The I&R person is knowledgeable about policies and procedures of organizational structures within the School, College, and University and provides policy guidance and suggests appropriate offices for information and/or problem resolution. The I&R person aids in clarifying processes.

C.

All information given to the I&R person is confidential.

D.

The I&R person presents information to the student or faculty member to clarify School, College, and University policies.

E.

Selection of the I&R person will be through election as per School of Social Work procedures on an annual basis. Those eligible to serve are faculty and academic professionals who participate in Faculty Council. Any selected I&R person can serve up to three consecutive annual terms.

F. The I&R person may make suggestions to Faculty Council for policy or procedural changes based on trends the I&R person sees in information and referrals requested.

F.

**SWK 311**

**Field Grading**

**Effective 8/18/86**

**Revised 12/08**

**Revised 5/4/22**

**Dean Approved 11/2/2022**

**~~SWK 311~~**

**~~Field Grading~~**

**~~Effective 8/18/86~~**

**~~Revised 12/08~~**

**~~Page 1 of 1~~**

**PURPOSE**: Field Grading Policy

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All Faculty and Students, School of Social Work

**POLICY**: Field Grading

A. Undergraduate field education is graded by use of a Y (satisfactory), I (incomplete) or E (failure). The field instructor makes a recommendation to the liaison who assigns a final grade.

B. Graduate field education is graded by use of a Y (satisfactory), I (incomplete) or E (failure). The field instructor makes a recommendation to the liaison, who assigns a final grade.

C. The field liaison forwards the final grade to the field office for review and grade posting.

**SWK 313**

**Probation and Termination**

**Effective 8/18/86**

**Revised 12/5/17**

**Revised 4/13/2022**

**Dean Approved 1/3/2023**

**~~SWK 313~~**

**~~Probation and Termination~~**

**~~Effective 8/18/86~~**

**~~Revised 12/5/17~~**

**~~Page 1 of 6~~**

**PURPOSE**: To define probationary and unsatisfactory status and conditions for termination

**SOURCE**: School of Social Work Faculty Council

**APPLICABILITY**: All students, School of Social Work

**POLICY:** Probation and Termination

A. Probationary Status for Graduate Students and Unsatisfactory Academic Status for

Undergraduate Students

1. An undergraduate student is placed on unsatisfactory status and an MSW student is placed on probationary status automatically under the circumstances identified below. Students may also be put on unsatisfactory status or be recommended for probationary status for reasons other than grades (see Section E).

a. Undergraduate Students (Unsatisfactory Academic Status)

1) A grade of D or E in any required social work course (BSW majors) or required CASP course (BA-CASP majors), regardless of GPA

b. Graduate Students (Probationary Status)

1) Cumulative GPA of less than 3.00 at the end of any semester

2) A grade of D or E in any required course, regardless of GPA

2. Probationary or unsatisfactory status shall require completion of a Student Success Plan which indicates when and how deficiencies will be made up. The student writes the plan and it must be signed by the student’s academic advisor. The plan is submitted to the Program Coordinators Copies of the plan are given to the student, the Academic Advisor, the Program Coordinator. This plan must contain a provision to bring the overall GPA up to minimum standards. Probationary students may be denied registration in the absence of such a plan.

**~~SWK 313~~**

**~~Probation and Termination~~**

**~~Effective 8/18/86~~**

**~~Revised 12/5/17~~**

**~~Page 2 of 6~~**

B. Termination

1. An undergraduate student shall be terminated from the program and an MSW student will be recommended for termination to the Graduate College under any one of the following circumstances identified in 1a thru 1h. Under these circumstances, the Academic Advisor shall notify the student by email of a date and time at which s/he may appeal the termination. If the student does not appear before the Committee at the scheduled time, the Committee will recommend to the Director that the undergraduate student be terminated or that the MSW student be recommended to the Graduate College for termination. (See SWK 314-01 for the procedure for students who choose to appeal their termination.)

a. Failure to meet the requirements of a probationary or a student Success Plan or a verbal or written warning (see sections E4b and E4c).

b. An E grade (failure) in the field practicum.

c. GPA falls below 3.00 any semester after the completion of 9 or more credits of graded work (graduate students only).

d. An Advanced Standing student who does not achieve a grade of B (3.0) or better in any of three Bridge courses (Bridge Seminar I, Bridge Seminar II, Bridge Field Seminar) after a review by the MSW Program Coordinator may be moved to the Standard MSW program or recommended for termination from the MSW program.

e. Failure to earn at least a B in SWG 621: Integrative Seminar or SWG 693Applied Project after two attempts, whether these attempts resulted in a W (withdrawal) or a letter grade less than B.

f. Failure to earn a grade of "Pass" in the Policy, Administration, and Community Practice (PAC) concentration's ePortfolio after two attempts, whether these attempts occur in the same semester or separate semesters.

h. Violation of any other standards specified in the policies and procedures in this manual.

i. Academic Integrity and Professional Conduct violations are reported and monitored by the Watts College Dean’s Office.

**~~SWK 313~~**

**~~Probation and Termination~~**

**~~Effective 8/18/86~~**

**~~Revised 12/5/17, 4/2022~~**

**~~Page 3 of 6~~**

2. At any time that Field Liaisons, Faculty, or the Program Coordinators identify problems which indicate that a student cannot perform the required functions of a social worker or other position that is the goal of a degree, the Program Coordinator shall Refer the student to the Committee on Academic and Professional Standards for review, whether these attempts resulted in a W (withdrawal) or a letter grade less than B.

C. Termination Appeals

* 1. Any undergraduate student terminated from a baccalaureate program by the Director or any MSW student recommended for termination from the program by the Director may appeal the decision to the Associate Dean of the Watts College of Public Service and Community Solutions. The student must submit a written appeal request directly to the Dean’s Office within 10 working days of receiving the Director’s decision letter.

D. Readmission of Terminated Students

1. Students who do not appeal their termination or whose appeal has been denied may apply for readmission to the School of Social Work provided that:

a. At least one full year has elapsed between the date of termination and intended enrollment for undergraduate or for MSW students.

2. All requests for readmission from formerly terminated students must be reviewed by the Committee on Academic and Professional Standards, which submits a recommendation to the Director. The Director makes the final decision about a request to be readmitted to a baccalaureate program. For MSW applicants, the Director forwards her/his recommendation to the SSW Admissions Coordinator.

E. Academic Integrity and Professional Conduct Code

1. Preamble

As a professional school, the Arizona State University School of Social Work (SSW) is responsible for preparing students for competent and ethical practice in organizational settings in which students can work with faculty, colleagues, clients, and supervisors in an effective manner. The delivery of quality services to diverse populations is a primary mission of social work and related professions. Fundamental to the accomplishment of these goals is the incorporation of the National Association of Social Workers (NASW) *Code of Ethics* in both curricula and in procedures used to evaluate alleged violations of student conduct.

2. Student and Professional Conduct Violations

Any member of the university community (e.g., faculty, staff, field Liaisons, students) may bring to the attention of the SSW Committee on Academic and Professional Standards students whose conduct may violate the Arizona Board of Regents (ABOR) Student Code of Conduct, the ASU or SSW Student Academic Integrity policy (SWK 314-01), the NASW *Code of Ethics*, or the SSW Standards of Professional and Ethical Behavior. Such conduct violations may consist of the following:

1. Conduct which violates the ABOR Student Code of Conduct including all forms of academic dishonesty;
2. Assaultive behavior including harassment or discriminatory activities with members of the university community; such behavior includes actions that threaten or harm the physical and/or emotional well-being of students, faculty, and/or staff;
3. Unethical or unprofessional conduct which occurs in a field placement or in connection with other social work or social work related duties including but not limited to behavior that indicates a lack of professional judgment, skills and demeanor necessary for effective and ethical practice;

**~~SWK 313~~**

**~~Probation and Termination~~**

**~~Effective 8/18/86~~**

**~~Revised 12/5/17~~**

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1. Conduct that occurs off campus and away from the field setting which may indicate a lack of suitability for practice as a social worker or related position (e.g., unethical or unprofessional conduct). Such conduct can include violations of criminal codes; or
2. Conduct resulting in litigation or where other outside procedures have taken place (e.g., decisions of the Arizona Board of Behavioral Health Examiners, the filing of an internal grievance in relation to ethical practice in a social agency, NASW *Code of Ethics*).

3. Procedures for the SSW Committee on Academic and Professional Standardsfor the Resolution of Alleged Conduct Violations

1. Review the evidence in order to determine whether the alleged conduct violation did occur; in cases where litigation or investigation of professional standards, etc. may be pending (see E.2.e., above), the Committee will be responsible for requesting the outcome of those decisions that have been made and assessing whether there are grounds for action, e.g., disciplinary action(s) by the Board of Behavioral Health Examiners;
2. Evaluate the likelihood of the alleged conduct reoccurring;
3. Determine whether the alleged conduct is in violation of professional standards;
4. Determine the appropriate sanction for the professional misconduct and the degree of potential harm to clients, staff, and other members of the University Community that the alleged conduct represents.

4. Dispositions

After gathering information on the alleged conduct violations, the Committee will meet with the student and related persons to make its disposition in a timely period, defined as not more than then (10) work days.

Upon finding credible evidence that the alleged conduct violation did occur and that it is in fact a violation of the SSW or the ASU Student Code of Conduct, of the NASW *Code of Ethics*, or of the SSW Standards of Professional and Ethical

**~~SWK 313~~**

**~~Probation and Termination~~**

**~~Effective 8/18/86~~**

**~~Revised 12/5/17~~**

**~~Page 6 of 6~~**

Behavior, the Committee shall make one of the following recommendations to the Director:

* + - 1. Termination from the School of Social Work, which includes no degree awarded;
      2. Probation: The student may continue to be enrolled in the program if the student agrees to follow certain conditions;
      3. Verbal or written warning: The student may receive a written statement advising the student of the conduct violation and the consequences of future misconduct and may be required to carry out specific actions to avoid future probation or termination;
      4. No corrective action needed.

The Committee will make a recommendation to the Director***.*** The student will be provided written notification via email by the Director of the disposition.

5. Appeal

The student may appeal the Director’s decision in writing directly to the Associate Dean of the Watts College of Public Service and Community Solutions within 10 business days***.***

**SWK 314-01**

**Grade and Other Appeals/Grievance Process**

**Effective 5/07**

**Revised 5/4/2022**

**Dean Approved 11/2/2022**

**~~SWK 314-01~~**

**~~Grade and Other Appeals/Grievance Process~~**

**~~Revised 5/07; 5/2020~~**

**~~Page 1 of 3~~**

**PURPOSE:** To define the grade appeal and grievance processes

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY**: All faculty and students, School of Social Work

**POLICY:** Grade and Other Appeals/Grievance Process

A. Introduction

1. It is the policy of the School of Social Work to guarantee to students the right to protection against prejudicial or capricious academic evaluations by those responsible for grading and assessing student academic performance. and protection against behaviors that violate the ASU Code of Conduct, the NASW Code of Conduct and CSWE Ethical and Professional Behaviors. This protection is provided through the Program Coordinator (Baccalaureate, MSW or PhD) and the Director of the School of Social Work.

2. Formal grade appeals relate only to the end of semester grades because it is only at such times that formal grades are awarded. Other appeals and grievances may be made during the semester upon referral from the student and the appropriate Program Coordinator.

3. “Professional expectations and standards” refers to those delineated in the University Code of Conduct, the NASW Code of Ethics, and the CSWE Educational Policy and Accreditation Standard Competency 1: Demonstrate Ethical and Professional Behavior. Copies of these documents are on file in the Director’s Office, with the Program Coordinators (Baccalaureate, MSW or PhD), and with the Coordinator of the Committee on Academic and Professional Standards.

B. Rationale

1. Students have the right to appeal grades or actions which they believe have been unfair, arbitrary or capricious.

2. The school has an obligation to provide procedures for hearing such appeals and for making decisions on them.

3. No stigma nor retaliation shall occur for either student or faculty as a result of pursuing the appeals process.

**~~SWK 314-01~~**

**~~Grade and Other Appeals/Grievance Process~~**

**~~Revised 5/07; 5/2020~~**

**~~Page 2 of 3~~**

C. Procedures

1. If a student wishes a “change” because of a grade or grievance, the student is to discuss his or her issues with the involved instructor or faculty member within **28 days** of the final grade or incident to resolve the problem directly.

2. If they do not agree about resolution of the issues, **the student is to write** his or her view of the situation, a description of the process followed for problem resolution, the dates and results of discussions with the instructor, supporting documents, and lastly complete the appropriate Grade Appeal/Grievance form (SWK 314-02 or SWK 314-03). This material is to be submitted by the student to the appropriate Program Coordinator (Baccalaureate, MSW or PhD) within **5 working days** of meeting with the instructor or faculty member.

3. The Program Coordinator will then forward the material to the instructor or faculty member within **5 working days** of receiving the materials from the student.

4. The instructor/faculty member has **5 working days** to respond with his or her view of the situation and with documentation. The material is submitted to the appropriate Program Coordinator.

5. The Program Coordinator (Baccalaureate, MSW or PhD) reviews and discusses the materials with the student, and optionally with the instructor/faculty member within **5 working days** after the submission of materials. At the end of **5 working days,** the Program Coordinator determines whether or not to deny the grievance/appeal or to forward the student’s materials and the instructor’s materials to the Office of the Director of the School of Social Work for final review.

6. The Director of the School of Social Work communicates a decision in writing to the student via email, with copies to the instructor/faculty member, and Program Coordinator within 5 working days.

7. If a satisfactory resolution is not achieved, the student may confer with the Watts College of Public Service and Community Solutions Dean (or Dean’s designee) who will review the case. Contact [WattsAcademicGrievance@asu.edu](mailto:WattsAcademicGrievance@asu.edu). The student may request the Dean to refer the matter to the College Academic and Student Affairs Committee.

**~~SWK 314-01~~**

**~~Grade and Other Appeals/Grievance Process~~**

**~~Revised 5/07; 5/2020~~**

**~~Page 3 of 3~~**

8.

D. Grievance Procedures

1. The policies and procedures for a grievance against a student, staff, or faculty member alleging violation of the ASU Code of Conduct, the NASW Code of Ethics, and of CSWE Standards are the same as for the grade appeal noted above, except that the formal grievance is reported on a Grievance Form (SWK 314-03).

2. This form may be initiated by student(s), staff, or faculty members and must be supported by documented behaviors.

**ARIZONA STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

Grade Appeal Tracking Form

SWK 314-01.a

This form and supporting documentation must be submitted to the instructor/faculty member and the School’s Office of Academic Services within **5 working days** after the student’s meeting with the instructor/faculty member.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Document(s) Submitted by Student:

Date Document(s) given to Instructor/Faculty Member and designated Program Coordinator:

Date Instructor submitted response:

Date designated Program Coordinator informs Academic Services to forward materials to the SSW Director’s Office for review of the grade appeal:

Date of Director’s Response to student with copies to the designated Program Coordinator:

**ARIZONA STATE UNIVERSITY**

SCHOOL OF SOCIAL WORK

Formal Grievance Tracking Form

SWK 314-01.b

This form, with supporting documentation, must be submitted to the Instructor/Faculty Member and the School’s Office of Academic Services within **5 working days** of the alleged incident.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course#:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester & Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Document(s) submitted by Student:

Date Document(s) given to Instructor/Faculty Member and designated Program Coordinator:

Date Instructor submitted response:

Date designated Program Coordinator informs Academic Services to forward materials to the SSW Director’s Office for review grievance:

Date of Director’s Response to student with copies to the designated Program Coordinator:

**~~SWK 315~~**

**~~Student Evaluation of Courses~~**

**~~Effective~~****~~8/18/1986~~**

**~~Revised 12/1/2014~~**

**~~Page 1 of 1~~**

**~~PURPOSE~~**~~: To establish policy for student evaluation of courses~~

**~~SOURCE~~**~~: School of Social Work Faculty Council~~

**~~APPLICABILITY~~**~~: All faculty and students, School of Social Work~~

**~~POLICY~~**~~: Student Evaluation of Courses~~

~~A. Every class shall have a formal standardized evaluation. It is the only guaranteed measure of faculty classroom performance. Students are encouraged to provide documented feedback so that faculty may be aware of strengths and areas necessitating change.~~

~~B. The evaluation forms approved by faculty Council and rating sheets will be used.~~

~~C. The evaluation will be conducted online in accordance with the University Academic Affairs protocol.~~

**~~SWK 316~~**

**~~Comprehensive Examinations~~**

**~~Effective 8/18/1986~~**

**~~Revised 5/2000~~**

**~~Page 1 of 1~~**

**~~PURPOSE~~**~~: To establish responsibility for comprehensive examinations~~

**~~SOURCES~~**~~: Faculty Council Minutes, 3-27-87~~

**~~APPLICABILITY~~**~~: All faculty and MSW students, School of Social Work~~

**~~POLICY~~**~~: Comprehensive Examinations - MSW Program~~

~~Within the School of Social Work, the following policies for comprehensive exams will apply:~~

~~A. All MSW students must take a comprehensive examination or do a thesis (SWG 599; 3-6 credit hours) prior to graduation. Preparation of examinations and instructions to faculty and students are the responsibility of the MSW program committeesMSW-ADP for Advanced Direct Practice students and MSW-PAC for Policy, Administration, and Community Practice students. Content and format for administration of comprehensive examinations shall require final approval by the Faculty Council.~~

~~B. The first and second weeks of April shall be set aside every year for comprehensive examinations. Special arrangements will be made in those years when religious holidays fall on these days. In addition, the exam will also be offered once in July.~~

~~C. Students shall be permitted to take comprehensive examinations only after all required and elective courses and field placement experiences have either been completed or are being taken. Students may petition in writing to the MSW Coordinator for a variance in this policy.~~

~~D. An examination may be rescheduled if in the opinion of the MSW Coordinator and the appropriate program Chair, extenuating circumstances exist which would preclude the student from taking the exam on the scheduled date. If illness or other conditions beyond the control of the student necessitates postponement/rescheduling of the examination, the student shall make a request in writing to the MSW Coordinator stating the circumstances behind the request.~~

~~E. Students who fail the initial examination will be given an opportunity to take an oral examination. Final decisions on the membership of the oral examination committees shall rest with the appropriate program committee (MSW-ADP or MSW-PAC). The program committees shall establish the requirements for the oral exam and the program chair shall inform the students in writing of the date, time, and preparation requirements for the exam.~~

**SWK 317**

**Format for Master Syllabi and Course Outlines**

**Revised 11/30/16**

**Revised 4/2020**

**Revised 5/4/22**

**Dean Approved 11/4/2022**

**~~SWK 317~~**

**~~Format for Master Syllabi and Course Outlines~~**

**~~Revised 11/30/16~~**

**~~Revised 4/2020~~**

**~~Page 1 of 5~~**

**PURPOSE** To insure a standard format for all syllabi and provide guidelines for course outlines in the School of Social Work

**APPLICABILITY** All Faculty, School of Social Work

**POLICY** Format for Master Syllabi and Course Outlines

The master syllabus serves as the principal curriculum for a course. The lead instructor for each course is responsible for ensuring that the master syllabus is current for their course in the Academic Year in which it is taught. The master syllabus and course outline are to be submitted to Academic Services in Word documents prior to the semester in which they are taught. The master syllabus includes the established description, foundations, and competencies of each course. The course outline builds on the syllabus and serves as the document which outlines the implementation of the master syllabus. Each instructor is responsible for developing a course outline.

The Faculty of the School of Social Work affirm the need to insure comparability between similar courses and provide guidance for those who teach within the School of Social Work. The Faculty are also committed to academic freedom that is expressed through the course outlines. Course outlines reflect the approved course syllabus and include items XVIII through XXI which are to be developed by the instructor, and approved by the Lead Instructor in instances where the instructor is a Faculty Associate or PhD Student.

All courses reflect CSWE curriculum criteria, and consequently strive to include content and practice competencies that reflect social work values and ethics, social and economic justice, and populations of the Southwest.

The following items reflect the content of the master syllabus and the course outline. Items I through XVII represent the standard format for all master syllabi. Course outlines add items XVIII, XIX, XX, and XXI. As per university policy (ACD 304-10 <https://www.asu.edu/aad/manuals/acd/acd304-10.html>) all syllabi should also include the instructor’s name, office/room number, telephone number, email address, office hours, and a statement indicating how to contact the faculty member for an appointment outside office hours.

Each year the Master Syllabi and Course Outline template is updated, distributed to faculty with the call for syllabi prior to the beginning of each semester, and filed under School of Social Work Procedures on the shared network drive.

**SWK 318**

**Lead Faculty Responsibilities**

**Revised 10/19/2012**

**Page 1 of 1**

**PURPOSE** To definelead personresponsibilities

**SOURCES** Faculty Council Minutes, 2-27-87

**APPLICABILITY** All Faculty, School of Social Work

**POLICY** Lead InstructorResponsibilities

A. Each course taught within the School of Social Work will have a Lead Instructor, with the responsibilities distributed across the full-time faculty.

B. The Lead Instructor for eachcourse will insure that all tasks and responsibilities are carried out. This is clearly not intended to mean that lead faculty members must carry out these tasks alone -- simply that they will coordinate the effort.

C. Responsibilities include the following:

1. Developing the master course syllabus and submitting it to the appropriate committee/program for approval.

2. Presenting the course to program faculty at least once every four years for review and reaccreditation, including an annual discussion of how the course and its assignments fits within the program.

3. Revising the master course syllabus and outline as needed and providing an updated copy to academic services in the semester prior to the course being taught (by Oct 15 for Spring, February 15 for Summer, and March 15 for Fall).

3. Serving as liaison and coordinator of faculty associates teaching sections of the course, including the approval of course outlines developed by Faculty Associates prior to the beginning of the semester in which the course is taught.

4. Convening faculty who teach that course periodically to insure uniformity in achievement of objectives, coverage of key concepts, use of tests, and evaluation procedures.

5. Insuring compliance with curriculum, with mission statement, and with CSWE accreditation standards.

6. Consulting with the Associate Director on teaching assignments for sections of the course as needed.

**~~SWK 319~~**

**~~Policy/Procedures for Honors Credits~~**

**~~Effective 1/1993~~**

**~~Revised 2/4/2000~~**

**~~Page 1 of 2~~**

**~~PURPOSE~~**~~: To define policies and procedures for undergraduate students to receive honors credits in the School of Social Work.~~

**~~SOURCE:~~** ~~School of Social Work Faculty Council, January 1993~~

**~~APPLICABILITY~~**~~: All Social Work Undergraduate Students in the Arizona State University Honors College~~

**~~POLICY~~**~~: Taking Courses for Honors Credits~~

~~A. Undergraduate students in the School of Social Work can participate in the BSW Honors Program if they meet the following criteria:~~

~~1. They must be admitted to the Barrett Honors College;~~

~~2. They must have a 3.5 GPA in pre-social work course work (SWU 271, 291, 295, 301, & 310) and other social work courses taken prior to admission to the major).~~

~~B. MASTER OF SOCIAL WORK COURSES:~~

~~1. Students who have been admitted to the Barrett Honors College and meet the pre-social work GPA requirement will take the following MSW courses in place of BSW courses:~~

~~MSW Course Comparable BSW Courses~~

~~SWG 502 HBSE II SWU 340 HBSE II~~

~~SWG 510 Foundation Practice I SWU 410 Social Work Practice II~~

~~SWG 511 Foundation Practice II SWU 411 Social Work Practice III~~

~~SWG 531 Social Policy and Services I SWU 432 Social Policy and Services~~

~~SWG 580 Community and Organizational~~

~~Change~~

~~Total 15 Credit Hours~~

~~Students must maintain a 3.25 GPA in their social work graduate courses to maintain their status as an honors student. Students must have an overall ASU GPA of 3.40 to graduate from the Honors College.~~

**~~SWK 319~~**

**~~Policy/Procedures for Honors Credits~~**

**~~Effective 1/1993~~**

**~~Revised 2/4/2000~~**

**~~Page 2of 2~~**

~~Optional MSW Courses~~

~~BSW Honors students who have not already taken SWU 320 and SWU 374 may also elect to take SWG 519 and SWG 533.~~

~~C. BARRETT HONORS COLLEGE COURSES~~

~~BSW Honors students must comply with the Honors College requirements and take one of the following options:~~

* ~~HON 171 and 172 (6 credit hours)~~
* ~~HON 371 Freedom and Authority (3 credit hours)~~
* ~~HON 374 Black and White Atlantic (3 credit hours)~~
* ~~HON 394 Special Topics (3 credit hours)~~

~~Honors Thesis Requirement~~

~~BSW Honors students must take SWU 493 Honors Thesis (3-6 credit hours). The thesis can be a social work research or creative project preferably related to the students field placement or area of interest. Students must have a faculty mentor/chair to assist with the thesis or creative project.~~

~~D. ADVANCED STANDING FOR BSW HONORS STUDENTS~~

~~Students who complete the Honors BSW Program are eligible to apply for Advanced Standing status in the MSW Program. If accepted, they could complete the MSW degree in one calendar year (starting in June only). To be eligible for the Advanced Standing Program, the student must have graduated from the Honors BSW Program within the last five years. Students from other universities who can demonstrate the equivalent honors or graduate-level course work may also be considered for Advanced Standing status.~~

**SWK 320**

**Course Categories and Course Caps**

**Effective 10/1993**

**Revised 4/12/2013**

**Revised 5/7/2019**

**Revised 5/4/22**

**Revised 4/5/23**

**Dean Approved 5/17/2023**

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

~~Page~~ **~~1~~** ~~of~~ **~~8~~**

**PURPOSE**: To establish a working definition of course categories and course caps for programs offered by the ASU School of Social Work

**APPLICABILITY**: All Programs and Certificates sponsored by the ASU School of Social Work taught in-person and online.

**POLICY**: Course Categories and Course Caps

A. Background and Philosophy

1. Programs (BA CASP, BSW, MSW, PhD) evolve incrementally over time, and

2. It often happens that criteria and standards that may have been used for decision making at one point in time are abandoned for different criteria and standards at another point in time, and

3. Pressure to increase program size has been known to come from many sources, and

4. In the past, faculty and staff resources have not accompanied increases in program size, thus increasing the faculty to student ratio, and

5. Faculty to student ratio affects program quality.

Therefore, the Faculty Council of the ASU School of Social Work takes the position that it is important to develop a working definition that can be used to establish guidelines for program quality.

B. This definition shall include at least the following components:

1. A classification system for types of courses;

2. A recommended cap for each category of course; and/or

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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3. A recommendation on the involvement of faculty in the teaching and leadership of required courses as specified in SWK 202 Faculty Workload-Teaching and SWK 318 Lead Faculty Responsibilities.

C. Classification System. Courses taught in programs sponsored by the ASU School of Social Work shall be identified as falling into one of the following four categories:

1. Introductory Courses involve the dissemination of information that can be communicated essentially through lecture and tested in an objective format, with little or no need for discussion to achieve course objectives.

2. Theory and Knowledge Building Courses involve the grasp and ideally the mastery of a body of knowledge, and the ability to apply the knowledge within a social work context. Knowledge can be transmitted through readings, lecture, media, guest speakers, or other methods. Some discussion time is necessary to determine whether students have properly understood what has been covered, especially within a context of social work values and ethics. Papers and essay examinations are necessary to evaluate students’ levels of understanding.

3. Practice Courses involve the development and ideally the mastery of certain skills. Although the knowledge base can be covered in texts and outside readings or through a lecture format, it is critical in a professional school that students be required to demonstrate ability to perform certain functions including problem identification and analysis, assessment, planning, implementation of the plan, monitoring, evaluation, and feedback, as well as interviewing, formal presentations, negotiating, and other skills.

4. Skill Building Courses involve the grasp and development of skills related to a body of knowledge. Knowledge can be transmitted through readings, lecture, media, guest speakers, or other methods. Assessing whether students have acquired the requisite knowledge might include objective testing, discussion, and essay examinations; assessing whether students

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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can apply and think critically about course concepts and demonstrate requisite skills requires multiple papers and essays.

D. Recommended Course Caps. In order that all programs delivered by the ASU School of Social Work be given the opportunity to achieve the highest level of quality, the following course caps are recommended for each category of courses:

1. Introductory Courses – 200 with one teaching assistant 10 hours per week for each 60 students enrolled when the course is scheduled in a C session. Courses scheduled in A or B sessions (condensed formats) will have available up to 20 hours of teaching assistance per week for every 60 students enrolled.

2. Theory and Knowledge Building Courses

Baccalaureate - 35

MSW – 35

MSW Online – 30 (per Co-Instructor)

3. Practice Courses

Baccalaureate - 24

MSW – 24

MSW Online – 20 (per Co-Instructor)

4. Skill Building Courses

Baccalaureate – 60

MSW – 60

5. No recommendations are made for the PhD Program.

E. Courses currently included the ASU School of Social Work’s Baccalaureate and MSW programs should be understood to fit into the following categories:

1. **Introductory Courses** – 171 Intro to Social Work, 180 Intro to LGBT Studies, 302 Hmn Bio/Soc Wk, also includes General Studies courses 181

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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Econ: Social Issues Perspective, 182 Soc Services Perspective of Govt., 183 Intro. Ethics: Soc Issue Perspective

2. **Theory and Knowledge Building Courses**

291 Soc Serv Delivery Systems, SWU 306 Ethics in Social Services, 450 Mastering Mindfulness, 454/554 Overview of Addictions, 456/556 Immigrants and Refugees, 457/557 SW Borderland Immigration Issues, 458/558 Intro to Behav Hlth Serv, 576 War and Disaster

HBSE –, 303 Micro Hmn Beh Soc Envir, 340 Macro Hmn Beh Soc Envir, 501 Hmn Beh Soc Envir I, 502 Hmn Beh Soc Envir II

Note. SWU 303 Micro Hmn Beh Soc Envir and SWU 306 Ethics in Social Services shall be limited to 24 students as long as they hold the designation of L1 (Literacy) courses in the General Studies program, thus requiring close monitoring of the development of writing skills.

Policy – 332 Social Policy and Advocacy, 432 Soc Policy/Services, 531 Soc Policy/Serv, 633 Child Welfare Policy and Programs, 562 Global Social Welfare

Diversity – 374 Div/Oppression in a SW Context, 533 Div/Oppression & Social Justice in SW 563 Multicultural Perspectives on Community Development

Research – 320 Research Methods in SW, 321 Stats for Soc Wk (fulfill deficiency incoming MSW students), 519 Res Methods in Soc Wk

Domestic Violence: 494/598 Intersecting IPV Child Maltreatment, 546 Approaches to Teen Dating Violence Prevention, 647 The DV Movement, 416/545 Domestic Violence & Natl AmeriCorps Service

Aging: 498/591 Aging in Context, 570 Aging in Perspective, 571 Mental Health Aspects of Aging, 573 Policies to Promote Healthy Aging

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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Indigenous/Tribal: 498 Indigenous Social Policy and Advocacy; 591 Social Work with Indigenous and Tribal Communities

Child Welfare: 564 Critical Issues in CW I, 565 Critical Issues in CW II, 566 Critical Issues in CW III

3. **Practice Courses**

BA CASP – 488 Advocacy Strategies

Direct Practice – 295 Foundations Soc Wk Pract, 311 Integrative Social Work Practice, 312 Integrative Social Work Practice Skills, 410 SW Practice II, 411 SW Practice III, 413 Field Instr Sem, 415 Integrative Field Sem, 442 Child Welfare Practice, 457/557 SW Borderland Immigration Issues, 459 Spirituality and Helping Professions, 460/560 Legal Issues in SW, 461/561 LGBTQ Issues, 462 Global Social Welfare, 494 Pathways to Global SW: Travel Abroad Intensive, 494 Restorative Spaces & Therapeutic Com, , 498 Intro Health Prac, 510 Foundation Practice I, 511 Foundation Practice II, 514 Bridge Seminar I, 515 Bridge Seminar II, 516 Soc Wk Skills Seminar, 540 Professional Experience I, 579 Critical Incident Stress Mngmt, 591 Adv Child Welfare Practice, 598 Eco Care: Humans, Animals, Earth, 598 Borderlands Interventions, 661 Cognitive Behavioral Models and Interventions, , 693 Applied Project (AG Capstone), 603 SW Pract in Hlth/Behavioral Hlth Settings, 604 Adv Soc Wk Practice Hlth, 606 Assess Mental Disorders, 608 Ecol Approach Prac CYF, 609 Adv Child Welfare Pract with CYF, 610 Adv. SW Practice III, 611 Family Therapy, 612 Soc Wk Groups, 613 Adv SW Practice in Behav Hlth, 617 Adv SW Prac Chldrn/Adolescents, 614 Adv Gen SW Practice IV, 619 Pract-Oriented Research, 621 Integrative Seminar (ADP Capstone), 626 Crisis Intervention & Shrt Term Trmt, 630 Brief SW Intervention, 640 Professional Seminar II, 654 Intro to Sex Abuse Issues, 663 Clinical Trauma Treatment, 664 EB Approaches to Treatment of SUD

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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PAC – 585 Macro SW Practice, 623 Program Evaluation, 632 Policy Prac, 685 Prog Planning in Soc Serv, 681 Soc Wk Adm, 682 Com Participation Strat, 686 Developing Grants and Fund Raising, 687 Public Policy and Advocacy

Criminal Sentencing and Sentencing Advocacy – 526 Mental Hlth Sentencing, 527 Mitigation Death/Life Cases, 528 Pre-Sentencing Investigations, 529 Alt Penal Sanctions

Integrative Health Initiative (IHI) – 655 Quality of Life Mastering Mindfulness, 656 Treating the Whole Person, 657 Holistic Therapies for Modern Times

Domestic Violence – 417 Technology, Interpersonal Relationships and Abuse, 418 Global Violence Against Women, 420/520 DV: Fatality Review, 591 Intersections of Gender-based Violence and Health and MH in Practice, 618 Advanced Practice in Domestic Violence, 648 Intimate Partner Risk Assessment

4. **Skill Building Courses**

577 Traumatic Death: Theory, Counseling & Practice,

Integrative Health Initiative (IHI) - 250 Stress Management Tools, 349 Stress Management Tools II, 350 Whole Person Health Across the Lifespan, 351 Sustainable Living/Mindful Eating

5. **Electives and new courses** shall be defined as fitting into one of the above categories before establishing a course cap.

F. Faculty

As per the Council on Social Work Education “Faculty who teach social work practice courses [should] have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.” Any

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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Faculty teaching practice courses who do not have a MSW must have an approved CSWE waiver.

G. Other Indicators of Quality Programming

1. ASU Online courses do not have enrollment caps meaning that a student who registers for the course will not be denied because the course is full. The School of Social Work’s policy to cap sections of online courses means that if enrollment is full, an increase in the cap will need to occur until another SLN for the course is created.
2. The MSW online program utilizes a Primary Instructor/Co-Instructor model (PI/CI Model) of instruction to support student learning, accommodate enrollment, and maintain integrity of the curriculum. Teaching as a PI counts as two courses due to the increased workload given the condensed pace of MSW online courses. Material that’s covered in a 15-week course is condensed into 7 and ½ weeks in MSW online classes. PI’s teach a section of their own students, manage the delivery of the course to all students, manage SAILS accommodations, mentor/guide the CI team, review CI grading to ensure equity across all student sections in the course, file Academic Status Reports, address student disciplinary concerns, and submit final grades. The CI team can range from 2 CI’s to a maximum of 9 CI’s. If a 10th CI is needed, an additional PI is added. Each PI carries a reduced load of 10 students given the aforementioned responsibilities. This workload is the rationale for lower course caps in the MSW online program to make the course more meaningful for students (quality assurance with grading and feedback). Course caps for each course section in an MSW Online class are set at 20 students per Co-Instructor for Practice Courses, 30 students per Co-Instructor for Theory and Knowledge Building Courses, and 17 students per Co-Instructor for Capstone. If an MSW Online course does not need Co-Instructors due to low enrollment, a stand-alone course (one course equivalent) will be taught by a Faculty Associate or faculty member. The cap in that class will reflect the in person/on ground cap.

**~~SWK 320~~**

**~~Course Categories and Course Caps~~**

**~~Effective 10/1993~~**

**~~Revised 4/12/2013~~**

**~~Revised 5/7/2019~~**

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1. The Faculty Council refers to the Curriculum Committee the ongoing responsibility to develop additional measures of quality assurance for programs sponsored by the ASU School of Social Work.

**SWK 321**

**Elective Approval Process**

**Revised 11/16/12**

**Revised 5/4/22**

**Dean Approved 11/4/2022**

**~~SWK 321~~**

**~~Electives~~**

**~~Revised 11/16/12~~**

**~~Page 1 of 1~~**

**SUBJECT**: Electives

**PURPOSE**: To define process for faculty approval of a new elective.

**APPLICABILITY**: All faculty

**POLICY:** Elective Approval Process

1. The faculty member must introduce their proposed elective, accompanied by the attached face sheet (SWK 321-01) with a rationale, to the appropriate faculty program committee(s), that is all the programs affected by the elective. For students to be eligible to take the elective, the relevant program committee must have approved the elective.

2. If the elective is approved by the Program Committee(s) the face sheet is forwarded to the curriculum committee with an accompanying rationale from the program committee chair on the attached face sheet. The curriculum committee will review the proposed course according to the standards for course content and delivery in terms of fit with the Mission of the School, standards of accreditation, rigor of assignments, readings, and other related issues such as prerequisites. The curriculum committee may send the syllabus and outline back to the faculty member for revisions.

3. The curriculum committee will make a recommendation to the Faculty Council and the faculty will vote on the recommendation.

4. The program coordinators, in conjunction with program committee chairs, will determine when the elective will be offered in what modality, and the course cap.

5. Recruitment for newly approved electives shall be done by the faculty member who created the course as well as any colleagues who agree to assist. Courses will follow previously determined course caps and policies on required minimum enrollment (15 students). The faculty member shall monitor enrollment of their elective and communicate with the relevant program coordinators, Associate Director for Student Services and Programs as well as Assistant Director of Academic Services regularly.

Arizona State University

School of Social Work

**FACE SHEET FOR ELECTIVES (SWK 321-01)**

**Part A - To be filled out by the faculty member proposing the course:**

**Please also attach a draft syllabus with outlined readings, assignments, and evaluation metrics to this form.**

What is the rationale for this course?

How does this course fit with the curriculum? Will it be offered across levels (e.g., 400/500)?

What CSWE EPAS Competencies are part of this course?

What is the modality that the course will be taught (Sync, Ground, I course or O course)?

For whom is this course designed?

**Part B - To be filled out by the Program Committee:**

Does this course fit with the curriculum?

How does this course enhance the curriculum of your program committee?

\_\_\_\_\_\_\_\_\_\_ Yes, should be offered as an elective

\_\_\_\_\_\_\_\_\_\_ No, should not be offered as an elective at this time

Date\_\_\_\_\_\_\_\_\_\_\_ Signature of Program Committee Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SWK 400**

**Student Participation-Student Organizations**

**Effective 9/25/92**

**Revised 10/92**

**Revised 2/2/22**

**Dean Approved 11/4/2022**

**~~SWK 400~~**

**~~Student Organizations~~**

**~~Effective 9/25/92~~**

**~~Revised 10/92~~**

**~~Page 1 of 1~~**

**PURPOSE:** To define policy for establishment, support, and sustainability of student organizations

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All Social Work Students

**POLICY:** Student Participation and Representation; Faculty Role - Student Organizations

A. The School of Social Work is committed to fostering a student led community and student empowerment through the development and maintaining of student organizations. ASU sanctioned student organizations must abide by policies, procedures, and guidelines as outlined by the University, which requires qualified ASU staff or faculty advisors. Program coordinators and/or School leadership may serve as interim faculty advisors/co-advisors should the need arise.

B. During student orientation at the beginning of each academic year (or whenever orientations are held), the coordinators of the BSW, MSW, and PhD programs will apprise students in each program of the need for student representation and benefits of continued participation in student organizations. Programs coordinators will also be responsible for setting a time and place for an initial organizational meeting for students in each program, working collaboratively with officers from the previous year’s student organizations where possible.

C. The initial organization meeting(s) should occur within the first three weeks of the Fall semester. If organizations are created between semesters, initial organization meetings should occur within three weeks of formal establishment. Program coordinators will attend this initial meeting(s) to support students in planning activities, update the student organization onthe plans and agenda of the School of Social Work, to assist with officer elections and, to connect the organization to related sources of support and information as needed. Student organizations should outline an annual transition plan to begin during the end of the Spring semester with support from the Program Coordinator(s) and faculty/staff advisor.

D. The program coordinator of each active site/program will assume responsibilities similar to those described in A and B above for their respective program,

E. Program Coordinators should collaborate and partner where appropriate to support the student body. Collaboration between student organizations shall be highly encouraged and supported.

F. Student organizations should work with school administration to disseminate information around student organization events and participation opportunities.

~~for Program coordinators above for scheduling an initial organizational meeting of students in the Tucson component. The faculty coordinator of the Tucson component will also be responsible for assisting the Tucson student organization in coordinating with its counterpart on the Phoenix campus, and for communicating questions and concerns of Tucson students to faculty and administration.~~

**SWK 401**

**Student Participation – School Committees**

**Effective 9/25/92**

**Revised 12/1/21**

**Dean Approved 11/4/2022**

**PURPOSE:** To define policy on student participation in School Committees

**SOURCE**: School of Social Work Faculty Council

**APPLICABILITY**: All Social Work Students

**POLICY**: Student Participation - Student Committees

A. Students in the School have the right to representation on committees where final decisions are made regarding curriculum and general governance issues. These committees include:

1. Faculty Council

2. PhD Committee

3. MSW Foundation Committee

4. MSW - ADP Committee

5. MSW – AG Committee

5. MSW - PAC Committee

6. Online Committee

6. Baccalaureate Committee

7. Curriculum Committee

Each level (Baccaulaureate, MSW, and PhD) will be invited to send one representative to the Faculty Council.

B. Faculty will be responsible for seeking student representation from across programs and academic levels.

C. Student representatives to each committee will be non-voting members, but they will be accorded full rights for participation in discussion of most issues before the committee. The exception will be issues involving individual students or faculty, at which time student representatives will be asked to excuse themselves.

**SWK 501**

**Faculty Performance Expectations**

**Revised Spring 1995**

**Revised 12/1/21**

**Dean Approved 11/4/2022**

**~~SWK 501~~**

**~~Faculty Performance Expectations~~**

**~~Revised~~**

**~~Page 1 of 3~~**

**PURPOSE** To establish an understanding of performance expectations for Faculty in the School of Social Work

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** ~~All~~ All faculty in the School of Social Work

**POLICY** Faculty Performance Expectations

Rationale:

This statement is intended as a guide to help faculty understand performance expectations and evaluation procedures. The policies and procedures described in this statement are intended to be consistent with University policies and procedures, Council on Social Work Education accreditation standards, and the School's Mission Statement. In cases of inconsistencies, the University policies (ACD) will prevail.

The School of Social work operates within a framework of three interrelated dimensions. Research, teaching and service are inextricably woven into the tapestry which forms contemporary social work practice. The School promotes sensitivity, appreciation and respect for commonalities and differences among people. All members of the School attempt to model the values and ethics inherent in the profession of social work.

Individual faculty contribute to the common good in different ways; thus, performance evaluation and promotion procedures should be sufficiently flexible to allow recognition of different types of contributions. Similarly, the mission of the School is furthered by a combination of individual and collective efforts; thus, performance evaluation and promotion procedures should be sensitive to both. In recognition of the fact that excellence may manifest itself in diverse ways, the broad goal of performance evaluation procedures is to ensure that diverse contributions by faculty are recognized, rewarded, and encouraged.

A. Assumptions

1. Expectations of faculty performance must be based on a foundation of accomplishments.

**~~SWK 501~~**

**~~Faculty Performance Expectations~~**

**~~Revised 1995~~**

**~~Page 2 of 3~~**

2. Faculty are responsible for materials submitted in evidence of performance. Although the Personnel Committee and/or Director may seek and use additional material during the evaluation process, neither the Director nor the committee is responsible for identifying or evaluating accomplishments not submitted by individual faculty.

3. Annual Performance Evaluation Committees reports are advisory to the Office of the Director. Both the Personnel Committees and the Office of the Director are responsible for independent evaluations for promotion and tenure.

B. Background for Evaluation of Research

A primary function of social work research is to support practitioners, communities, and societies in improving the quality and delivery of needed services and contributing to positive social conditions. There are multiple ways of influencing practice and developing knowledge and policy. Thus, social work research is not limited to a particular approach, a circumscribed set of methodologies, or a narrow range of research topics.

Each faculty member has the freedom and prerogative to make individual choices about the best method for achieving quality in scholarship. Research that reflects a faculty member's expertise and areas of specialization, that results in publications such as articles in refereed journals, book chapters, and books (excluding those published by vanity presses) that are consistent with the School’s Mission, and that are integrated into teaching and service, shall be viewed as evidence of a significant contribution.

C. Background for Evaluation of Teaching

1. Faculty are expected to demonstrate competence in teaching in the School of Social Work. ~~Related to the curriculum demands in at least two programs: BSW, MSW, Ph.D~~.

2. ~~This content is to be included but the method for delivering the content is to be determined by the instructor.~~ Teaching activities are varied and may include learning outside of the classroom, especially in the mentoring of students, in research or service activities.

3. Faculty are expected to teach according to their employment contract except where there is a written variance negotiated with the Director.

**~~SWK 501~~**

**~~Faculty Performance Expectations~~**

**~~Revised Spring 1995~~**

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D. Background for Evaluation of Service

1. Service to the School, university, and profession and/or public is an integral dimension of social work scholarship.

2. School and university service includes contributions to activities such as: governance, program development, administrative assignments, field and service on departmental or university committees. Community service can involve the engagement of faculty expertise in social work related agencies and organizations and is provided on a pro bono basis.

3. For purposes of promotion, exceptional quality of community service should be assessed primarily in relation to service to the public and the profession. It should be an extension of the faculty member’s research, teaching and experience to the larger community outside the university.

**SWK 501-01**

**Performance Expectations -3rd Year Probationary**

**Revised 9/2/2005**

**Page 1 of 2**

**PURPOSE** To establish an understanding ofexpectations for the 3rd year probationary review.

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All Tenure Track Faculty

**POLICY** Performance Expectations

Rationale:

This statement is intended as a guide to help faculty understand performance expectations at the 3rd year. The Promotion and Tenure Review Committee shall provide both an evaluation of research, teaching, and service activities as well as suggestions for enhancing and strengthening these activities. This review is conducted within the parameters of the philosophy outlined in SWK 501.

1. Background for the Evaluation of Research

The 3rd year probationary review represents an opportunity to provide untenured faculty with an evaluation of their progress toward tenure. It is the responsibility of faculty under review to submit a narrative which identifies their line of investigation, how they have begun to conduct their inquiries, the significance of both the area and their work, and their plans to further develop their scholarship. Faculty should have begun to make a contribution to scholarship in their stated area. This contribution may take the form of peer reviewed journal articles, book chapters, or other products as identified in SWK 502. Faculty shall submit for evaluation, articles, book chapters, or other forms of scholarship which have been accepted for publication or are under review.

B. Background for the Evaluation of Teaching

Untenured faculty shall identify their philosophy of teaching and the ways they have enhanced the teaching mission of the School and developed their own teaching abilities using the items identified in SWK502. In addition to describing their teaching activities both within and outside of the classroom, faculty are encouraged to identify teaching activities they would like to engage in, including new courses and innovative methods for providing content. Faculty are encouraged to use the teaching portfolio as outlined in SWK 502 for guidance in preparing their material on teaching.

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**Performance Expectations -3rd Year Probationary**

**School Approved 9/2/2005**

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C. Background for the Evaluation of Service

Service activities should reflect the mission and philosophy of the School. Service is defined broadly and includes contributions to the School, university, and community, which enhances the collective welfare of various groups. Faculty shall submit a narrative which describes their service contributions and outlines their plans for service in the future. The narrative may include the material identified in SWK 502.

**SWK 502**

**Criteria for Promotion to Associate Professor**

**School Approved 3/26/2010**

**Dean Approved 5/15/2010**

**Page 1 of 4**

**PURPOSE:** To Define Criteria for Promotion to Associate Professor

**SOURCES:** School of Social Work Faculty Council

**Preamble**

Tenure and promotion at a research university should be awarded on the basis of a record of achieved excellence in scholarship, teaching, and service and the promise of continued excellence. Relative contributions expected in the various areas of responsibility shall depend on the faculty member’s workload assignment. In addition, a well-integrated program of scholarship, teaching and service is looked upon very favorable by the School of Social Work. It is incumbent upon the candidate to demonstrate how his or her work has had an impact on the field.

**Promotion from Assistant to Associate Professor**

Scholarship

Social work is a professional discipline and as such the primary audience for its scholarship is practitioners and policy makers. Thus, social work scholarship should directly or indirectly benefit client groups served by social work and social welfare. Scholarship is defined more broadly than published research to include creative, intellectual work based on a high level of expertise, the significance of which can be evaluated by one’s peers and which is consistent with the mission of the department and college. In addition to published research it includes applications for funding and published writings that are theoretical or conceptual as well as applications to practice or policy. However, applications for funding will not substitute for published work. Two noteworthy factors influence social work scholarship: (1) the multidisciplinary nature of the field and broad range of topics investigated by social work and social welfare scholars and (2) the rapid proliferation of professional journals in the last two decades. Many social work scholars, in addition to publishing in traditional social work practice and social policy journals, also publish in specialty journals in their areas of expertise, such as health, mental health, children and families, gerontology, and substance abuse.

For promotion from Assistant to Associate Professor, a candidate must demonstrate an excellent record of a creative, independent and productive program of research and scholarship. Candidates who have published with mentors from graduate school should show evidence in their subsequent publications that they have achieved intellectual independence from these mentors. An excellent record for promotion to Associate Professor with tenure can be defined as one characterized by:

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**Criteria for Promotion to Associate Professor**

**School Approved 3/26/2010**

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(1) A body of scholarship that has been steadily produced and forms a coherent whole, maximizing the likelihood that the faculty member will have both a noticeable impact in his/her area of expertise and an emerging national reputation in that area; and

(2) A strong record of high-quality publications in peer-reviewed professional journals within social work and/or in the candidate’s specialty areas that have had a positive impact on the field. The candidate is required to provide evidence of the impact of the journals in which the candidate’s publications appear. This can be an impact score, acceptance rate, or other measure of impact; and

(3) The candidate’s record as sole or first author on a number of the peer-reviewed publications demonstrates the candidate’s ability to take full or primary responsibility for effectively disseminating high-quality scholarship; and

(4) The initiation of post-dissertation research that has funding potential and demonstrates that the candidate’s scholarship trajectory is well-established by the time of the tenure review; and

(5) National and/or International conference presentations in social work or in the candidate’s area of expertise, allowing the opportunity to disseminate research findings in a timely manner and interact with scholars doing related work. However, conference presentations are not a substitute for published works.

Another indicator of an excellent record of scholarship is evidence of the attempt to obtain extramural funding for research as demonstrated by one or more submitted grant application(s), provided funding is available in the candidate’s area of research. The record may also include other scholarship such as invited or refereed book chapters, and other types of publications, research or scholarly monographs, edited books, and research reports.

Teaching

Social work faculty members are expected to be knowledgeable about the subject matter they are assigned to teach and effective teachers, preparing students to be professional social workers. To warrant promotion from Assistant to Associate Professor, the candidate must demonstrate proficiency in teaching and provide evidence that they have made a positive contributions to teaching in the department by such things as:

1. Creating and utilizing carefully prepared and current course syllabi and other relevant course materials, as evaluated by knowledgeable peers;

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**Criteria for Promotion to Associate Professor**

**School Approved 3/26/2010**

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1. Having a consistent pattern of positive evaluations from students, demonstrating the candidate’s ability to provide high quality, challenging classroom experiences for students;
2. Engaging in activities that enhance the quality of teaching such as attending workshops on teaching, reading to stay current in areas related to teaching, and regularly updating course syllabi;
3. Participating in meaningful teaching activities outside of the classroom that enrich students’ educational experiences, such as mentoring of students, revision of existing courses, development of new courses. Mentoring of graduate students is especially highly regarded.
4. Achieving recognition for excellence in teaching, as might be indicated by internal awards and by awards from professional associations and other external groups;
5. Providing effective advisement to students;
6. Effectively performing field liaison to students and agencies (if assigned);

Evidence of excellence in teaching may also include published materials such as journal articles and book chapters that demonstrate expertise in teaching as well as edited volumes or textbooks that summarize a body of knowledge rather than advance scholarship in the field.

Service

All faculty are expected to be collegial members of their academic unit and to perform appropriate service that contributes to the effectiveness of their school, college, and university. To warrant promotion from Assistant to Associate Professor with tenure, the candidate must demonstrate high-quality service within the School and is encouraged to engage in service that is congruent with the candidate’s scholarship. This can be demonstrated through:

1. Service on program committees in School and College;
2. Service on committees in the larger university environment;

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**Criteria for Promotion to Associate Professor**

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1. Performance of high-quality community service such as serving on agency boards of directors or committees, interagency task forces, and related groups that oversee or facilitate the operation of social agencies that serve populations traditionally served by the social work profession. Candidates should provide at least two, but not more than four, products reflecting the quality of their public service (e.g., letters from agency heads detailing the type and quality of service, reports or other products that were developed as part of the service);
2. Memberships or regular participation in organizations that benefit the social work profession such as CSWE, SSWR, and NASW;
3. Serving as a manuscript reviewer for a peer-review professional journal or writing a book review.
4. The record of service may also include leadership positions in any of the service commitments.

**SWK 502-01**

**Procedures for Tenure Reviews**

**Revised 10/8/10**

**Revised 12/1/21**

**Dean Approved 11/22/22**

**~~SWK 502-01~~**

**~~Procedures for Tenure Reviews~~**

**~~Revised~~**

**~~Page 1 of 2~~**

**PURPOSE:** To Establish Procedures for Promotion to Associate Professor

**SOURCES:** School of Social Work Faculty Council

The scheduling of all personnel procedures is subject to the Schedule of ASU Academic

Personnel Actions disseminated each year by the Office of the Provost.

1. In accordance with the schedule, faculty members undergoing review for promotion to Associate Professor will submit one set of materials to the Director's Office by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.

2. The candidate is responsible for providing adequate information for the Promotion and

Tenure Review Committee within the time frame established by the School, College,

and University. The Promotion and Tenure Review Committee may request additional materials if deemed necessary.

3. The materials should include all the materials outlined by the GUIDELINES FOR COLLEGE PERSONNEL provided by the Office of the Executive Vice President and Provost of the University (see http://provost.asu.edu/promotion\_tenure/guidelines\_pt\_college). Although the University only reviews a selection of scholarly products, copies of all publications or material reflecting the scholarly or creative endeavors of the candidate should be submitted for review at the School of Social Work level.

4. The candidate must submit a list of 10 potential reviewers by the date established by the Director. The Director, in consultation with the Promotion and Tenure Committee and Dean, will select five of these and solicit five other external reviewers.

5. The materials will be reviewed in accordance with SWK 104-02 (A), which outlines the duties and responsibilities of the Promotion and Tenure Review Committee.

6. At least one copy of the materials submitted by the candidate, external letters of

reference, and other independent materials solicited by the Committee as per SWK 104-02, A.4 shall be made available by the Office of the Director for all tenured faculty members to review.

**SWK 502-01**

**Procedures for Tenure Reviews**

**Revised 10/8/10**

**Revised 12/1/21**

**Dean Approved 11/22/22**

**~~SWK 502-01~~**

**~~Procedures for Tenure Reviews~~**

**~~Revised~~**

**~~Page 2 of 2~~**

7. Tenured faculty will be invited to review the record of the faculty member

applying for tenure and submit an evaluation of the record to the Promotion and

Tenure Review Committee in accordance with a timetable to be established by the

Promotion and Tenure Review Committee. This evaluation shall be submitted in

accordance with guidelines established by the Promotion and Tenure Review

Committee.

8. The Promotion and Tenure Review Committee shall consider all input in making

its recommendation regarding tenure, including the applicant's record, evaluation

by the Committee, input from tenured faculty, and input from outside reviewers.

Based on its deliberations and using all sources of input, the Committee shall

produce a final report to be submitted to the Director and shall make a

recommendation regarding tenure.

9. The Promotion and Tenure Review Committee Chair shall then convene a

meeting of all tenured faculty members for the sole purpose of discussing the

candidate's record. At this meeting, the following activities will take place:

a. The P romotion and Tenure Review Committee will present its report and

recommendations

b. Tenured faculty will present their perspectives on the report and recommendations. The Promotion and Tenure Review Committee will document and incorporate any points raised at the meeting that were not already stated in the report.

c. All tenured faculty who are not members of the School of Social Work Promotion and Tenure Review Committee or the College o r University Promotion and Tenure Committees will vote by secret ballot. Virtual meetings and electronic voting are permitted. Votes will not be accepted from persons not attending this meeting. The final vote tally must be accompanied by a written rationale.

d. Votes will be counted by the Chair of the Promotion and Tenure Review

Committee. The results (including rationale) will be forwarded to the Director in one final report that includes both the final tenured faculty vote as well as the separate vote and recommendations of the Promotion and Tenure Review Committee.

**SWK 503**

**Criteria for Promotion to Full Professor**

**School Approved 3/26/2010**

**Dean Approved 5/1/2011**

**Page 1 of 3**

**PURPOSE:** To Define Criteria for Promotion to Full Professor

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Tenure Track and Tenured Faculty, School of Social Work

**POLICY:** Evaluation Criteria – Promotion to Full Professor

**Promotion from Associate to Full Professor**

A. Research and Scholarship

In addition to meeting the criteria for scholarship necessary to achieving the rank of Associate Professor, candidates for promotion to rank of Professor should have a record characterized by:

(1) A sustained, well-established, focused record of research and scholarship that is progressively more sophisticated and influential on the field and that has made a significant contribution to knowledge in the candidate’s area(s) of expertise; and

(2) The attainment of a national reputation in one’s specialty area(s) as evidenced by awareness by other top scholars in the candidate’s field of scholarship and expertise in these area(s), and/or through frequent scholarly citations of the candidate’s work; and

(3) High quality published works in the form of scholarly books and/or work that appears in peer-reviewed journals within social work and/or in relevant specialty journals; these published works should show evidence of being socially-embedded, use-inspired and have a demonstrated impact on the field; and

(4) Funded research that supports the candidate’s area of scholarship, provided funding is available in the candidate’s area of research, is highly regarded.

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**Criteria for Promotion to Full Professor**

**School Approved 3/26/2010**

**Dean Approved 5/1/2011**

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B. Teaching

In addition to meeting the criteria for teaching necessary for promotion from Assistant to Associate Professor, candidates seeking promotion to Professor must demonstrate leadership in their teaching as evidenced by such things as:

(1) Having a consistent pattern of positive evaluations from students, demonstrating the candidate’s ability to provide high quality, challenging classroom experiences for students;

(2) Mentoring of graduate students;

(3) Responsibility for new course development;

(4) Assumption of new course preparations or significant course revisions:

(5) Curriculum development;

(6) Offering special workshops, seminars or colloquia within ASU or at other academic institutions or to other local, regional, national or international audiences;

(7) Achieving national recognition for teaching through presentations at national and/or international conferences regarding teaching strategies or innovative pedagogical techniques.

(8) Publication of research articles, essays, book chapters and/or textbooks that advance teaching strategies and pedagogical techniques or summarize and deliver a body of knowledge.

C. Service

All faculty are expected to be collegial members of their academic unit and to perform appropriate service that contributes to the effectiveness of their school, college, and university. In addition to meeting the criteria for high-quality service expected for candidates seeking promotion from Assistant to Associate Professor, candidates seeking promotion from Associate to Professor are expected to assume greater responsibility for service than untenured faculty and to demonstrate

**SWK 503**

**Criteria for Promotion to Full Professor**

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substantial leadership in their service activities. Candidates seeking promotion to Professor should demonstrate excellence in service, defined as a sustained record of high-quality service that has made a positive impact on the department, college, university, community and profession. A pattern of leadership roles at each level should be demonstrated through such activities as:

(1) Chairing committees at the departmental, college or university level;

(2) Holding an office or leadership position in a national professional organization such as vice president or committee chair;

(3) Serving on a journal editorial board.

**SWK 503-01**

**Procedures for Full Professor Reviews**

**School Approved 10/8/2010**

**Dean Approved 1/15/2011**

**Page 1 of 2**

**PURPOSE:** To Establish Procedures for Promotion to Full Professor

**SOURCES:** School of Social Work Faculty Council

The scheduling of all personnel procedures is subject to the Schedule of ASU Academic

Personnel Actions disseminated each year by the Office of the Provost.

1. In accordance with the schedule, faculty members requesting review for promotion to Full Professor will submit one set of materials to the Director's Office by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.

2. The Full Professors of the School of Social Work shall function as the Personnel

Review Committee in the review and evaluation of a faculty member's request for

promotion to Full Professor.

3. The Full Professors shall elect the Chair of the Committee. The Chair will assume

responsibilities for the logistics of the process. The Director's Office will provide

necessary clerical support for the review process.

4. At least one set of materials shall be made available in the Director's Office for all Full Professors to review.

5. The candidate is responsible for providing adequate information for the Personnel

Review Committee within the time frame established by the School, College,

and University. The Personnel Review Committee may request additional materials if deemed necessary.

6. The materials should include all the materials outlined by the GUIDELINES FOR COLLEGE PERSONNEL provided by the Office of the Executive Vice President and Provost of the University (see http://provost.asu.edu/promotion\_tenure/guidelines\_pt\_college). Although the University only reviews a selection of scholarly products, copies of all publications or material reflecting the scholarly or creative endeavors of the candidate should be submitted for review at the School of Social Work level.

**SWK 503-01**

**Procedures for Full Professor Reviews**

**School Approved 10/8/2010**

**Dean Approved 1/15/2011**

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7. The candidate must submit a list of 10 potential reviewers by the date established by the Director. The Director, in consultation with the Personnel Review Committee and Dean, will select five of these and solicit five other external reviewers.

8. In accordance with University policy, the Director will write to solicit input from

external reviewers to complement the reviewers chosen by the candidate. The Director

and the Committee will identify experts in the candidate's field of research and

scholarship and come to an agreement on the list of reviewers, with final approval

resting with the Director.

9. The Committee shall undertake its review in accordance with University and

School of Social Work Policies in a manner which meets the deadlines established

in the schedule.

10. The Committee shall consider all input in making its recommendations regarding

promotion, including the applicant's record, all submitted materials, input from external reviewers, and its own evaluation of the above. Based on their deliberations, the Committee shall produce a final report to the Director and shall make a recommendation regarding promotion.

11. The Director shall then proceed according to university policy.

**SWK 504**

**Performance Expectations for Academic Professionals**

**School Approved 4/13/2007**

**Dean Approved 5/15/2007**

**Page 1 of 2**

**PURPOSE:** To define performance expectations for Academic Professionals

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** Academic Professionals

**POLICY:**

*Each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort for each criterion, depending on the job description.*

*There is no prescribed timeline for promotions. If promotion is denied, the academic professional may apply again. There is no limit on the number of times an academic professional may apply for promotion*.

ACD 507-07

**Assistant Academic Professional**

*All academic professionals appointed at/promoted to this initial rank must meet the minimum criteria for appointment as defined by the unit. Ordinarily academic professionals have earned an advanced degree or have acquired a high level of the particular skills needed for a position. As assistant academic professionals gain experience, they are expected to improve in position effectiveness, demonstrate growth, and involvement in professional contributions, and establish a record of service.*

ACD 507-07

Appointment to the rank of Assistant Academic Professional requires an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Such individuals will have arecord demonstrating a high level of skill and background experience related to the particular position being considered, and evidence of service to the community

**Associate Academic Professional**

*Academic professionals appointed at/promoted to associate rank must exceed the criteria for initial appointment at assistant rank, and meet the criteria for appointment to the associate rank*

**SWK 504**

**Performance Expectations for Academic**

**School Approved 4/13/2007**

**Dean Approved 5/15/2007**

**Page 2 of 2**

*as defined by the unit. They must have attained considerable expertise in the areas of*

*competence required of their positions. Associate academic professionals must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in university and community service.*

ACD 507-07

Appointment to the rank of Associate Academic Professional requires an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Promotion to this rank implies sustained activitybeyond that required for appointment to Assistant Academic Professional. A minimum of six years appointment as an Associate Academic Professional is required before consideration of promotion to Full or Senior Academic Professional.

**Full or Senior Academic Professional**

*Academic professionals appointed at/promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the unit. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interests.*

ACD 5-0-07

Appointment to the rank of Full or Senior Academic Professional requires an MSW with two years of post-MSW practice experience, evidence of excellence in skills related to the specific position, and national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service**.**

**SWK 504-01**

**Appointment of Academic Professionals**

**School Approved 4/13/2007**

**Dean Approved 5/15/2007**

**Page 1 of 2**

**PURPOSE:** To define criteria for appointment of academic professionals at the various ranks assistant, associate, full/senior academic professional).

**SOURCES**: School of Social Work Faculty Council

**POLICY:**

ASU policy states that each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort for each criterion, depending on the job description. (ACD 507-07).

**I. Appointment at the Assistant Academic Professional Rank**

ASU policy states that all academic professionals appointed at/promoted to this initial rank must meet the minimum criteria for appointment as defined by the unit. Ordinarily academic professionals have earned an advanced degree or have acquired a high level of the particular skills needed for a position. As assistant academic professionals gain experience, they are expected to improve in position effectiveness, demonstrate growth, and involvement in professional contributions, and establish a record of service. (ACD 507-07).

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Assistant Academic Professional have an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Such individuals will have arecord demonstrating a high level of skill and background experience related to the particular position being considered, and evidence of service to the community

**II. Appointment at the Associate Academic Professional Rank**

ASU policy states that academic professionals appointed at/promoted to associate rank must exceed the criteria for initial appointment at assistant rank, and meet the criteria for appointment to the associate rank as defined by the unit. They must have attained considerable expertise in the areas of competence required of their positions. Associate academic professionals must demonstrate excellence in position effectiveness, continued professional contributions, and growth and involvement in university and community service. (ACD 507-07).

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Associate Academic Professional must have an MSW with at least 2 years of post-MSW practice (macro- or micro-) experience. Appointment at this rank implies sustained activitybeyond that required for appointment to Assistant Academic Professional.

**SWK 504-01**

**Appointment of Academic Professionals**

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**III. Appointment at the Full or Senior Academic Professional Rank**

ASU policy states that academic professionals appointed at/promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the unit. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interests. (ACD 5-0-07)

Additionally, the School of Social Work requires that candidates being considered for appointment to the rank of Full or Senior Academic Professional must have an MSW with two years of post-MSW practice experience, evidence of excellence in skills related to the specific position, and national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service**.**

**SWK 504-02**

**Promotion of Academic Professionals**

**School Approved 4/13/2007**

**Dean Approved 5/15/2007**

**Page 1 of 3**

**PURPOSE:** To define criteria for promotion of academic professionals

**SOURCES**: School of Social Work Faculty Council

**POLICY**:

**A. PREAMBLE:**

ASU Policy Regarding Criteria for Promotion of Academic Professionals (ACD 507-07) states that there is no prescribed timeline for promotions. If promotion is denied, the academic professional may apply again. There is no limit on the number of times an academic professional may apply for promotion.

A person is promoted on the basis of excellent performance and the promise of continued excellence. Review includes assessment of the individual’s position effectiveness, professional contributions, and institutional, professional, and community service.

Each academic professional will have a job description that delineates standards for each criterion for promotion. Individual academic professionals will have different percentages of effort in each criterion, depending on the job description.

**B. POLICY FOR PROMOTION**

**1. Promotion to Associate Academic Professional**

A. The candidate shall produce evidence of considerable expertise in the areas of competence required of their positions, including excellence in position effectiveness, continued professional contributions and growth and involvement in university and community service.

B. Because Academic Professional positions roles and responsibilities vary considerably, the review committee will adapt the criteria to fit the roles and responsibilities as indicated in the candidate’s position description.

**SWK 504-02**

**Promotion of Academic Professionals**

**School Approved 4/13/2007**

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C. Those in *Administrative/leadership/management roles* will be evaluated with regard to:

1. The *quality of the leadership* as evidenced by vision and innovation; quality of program planning; integrity and fairness, ability to anticipate issues, concerns and problems; and ability to develop effective solutions to problems and issues.

2. *Effectiveness of external relationships* as evidenced by success in creating, maintaining and strengthening the School’s relations with outside professional agencies; strengthening the School’s national visibility and reputation;

3. The *quality of human relations* as evidenced by collaboration resulting in effective planning and decision making; maintenance of positive productive relationships, sensitivity to diverse needs of individuals served by the program, effective dispute resolution; and

4. The *quality of communication skills* as evidenced by clarity in oral and written communications, ability to listen carefully and encourage dialogue, respectful of others.

D*.* Teachingis not required for promotion if it is not a part of the position’s role and responsibilities. However, if teaching occurs, it will be evaluated with regard to existing policies and procedures for promotion to the rank of associate professor (SWK 502-01).

E.Service is a responsibility of all Academic Professionals and shall be evaluated with regard to existing policies and procedures for promotion to the rank of associate professor (SWK 502-03).

**2. Promotion to Full or Senior Academic Professional**

A. Academic professional promoted to full or senior rank must exceed the criteria for associate rank, have substantial professional experience, and meet the criteria for appointment to the full or senior rank as defined by the School. Academic professionals at this rank must demonstrate a high level of effectiveness and should be considered experts in their chosen fields. At this rank, both professional contributions and service activities must involve sharing knowledge and experience with others by providing substantial guidance and leadership in areas of professional or academic interest.

**SWK 504-02**

**Promotion of Academic Professionals**

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B. Criteria for promotion to full or senior academic professional include:

1. Evidence of a high degree of excellence with respect to all of the criteria.

2. Recognition as a senior person both within the School and within the field, a person the School would select for a Full or Senior Academic Professional position if it were open to national competition.

3. Excellence must be demonstrated by outstanding achievement. An individual’s cumulative record since promotion to Associate Academic Professional will be used in the determination of promotion to Full or Senior Academic Professional.

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**Procedures for Promotion of Academic Professionals**

**School Approved 4/13/2007**

**Dean Approved 5/15/2007**

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**PURPOSE:** To define the procedures for promotion of academic professionals

**POLICY:**

**A.** Promotion Review Process for Academic Professionals

The scheduling of all personnel procedures is subject to the “Schedule of ASU Academic Personnel Actions” disseminated each year by the Office of the Provost, the Office of the Dean, and the Director.

B. Procedures

1. In accordance with the schedule, academic professionals undergoing review for promotion will submit one set of materials electronically to the Office of the Director by the due date in accordance with School of Social Work policy and the Schedule of ASU Academic Personnel Actions.

2. In accordance with ACD 507-05, an ad hoc peer review committee consisting of three academic professionals on continuing appointments in the School will be selected by the Director in consultation with the Dean. If there are less than three, or no, academic professionals on continuing appointments in the School, the Director, in consultation with the Dean, will choose the review committee members from other units in the university.

3. The candidate is responsible for providing adequate information to the Peer Review Committee regarding within the time frame established by the School, College, and University. Because the nature of academic professional positions may be quite different, the materials submitted may vary depending on the academic professional’s role and responsibilities. The Peer Review Committee may request additional materials from the candidate if deemed necessary. This request is made through the Office of the Director. Generally, the following materials should be submitted:

a. Administrative/Leadership/Management Roles

The candidate shall submit information regarding:

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1) His or her position title, name of program administered, program mission, approximate number and type of constituents served by the program annually (e.g., students, individuals, families, agencies, etc.), and the program’s contribution to the School’s and the University’s mission.

2) His or her role and responsibilities in the program, including number of persons supervised, number of students engaged in the program (if any) and whether in the BSW, MSW, or PhD program, and size of program budget, if one, and date of appointment to the program.

3) Evidence regarding the program’s quality and effectiveness (e.g., formal or informal program evaluations) for the time period since appointment to the program or last promotion, whichever is most recent.

4) Evidence regarding the quality of his or her leadership, effectiveness of external relations, quality of human relations, and ability to communicate effectively.

5) Since administration is manifested in multiple activities, the candidate may wish to include a description of all activities that contribute to the overall mission of the School, other evidence that will demonstrate his or her administrative effectiveness (e.g., special awards, commendations, etc.), and/or a few selected letters (not to exceed a total of five) from colleagues, staff, students, or agency personnel may be included when they help to testify to the candidate’s effectiveness in the role of administrator.

b.Teaching (if relevant)

1) The candidate shall submit a teaching portfolio which shall include teaching activities which occurred both inside and outside of the classroom. The portfolio must include those items listed in SWK 502-05, A.3, which are applicable to the candidate.

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The candidate must also submit a list of all courses taught, size of each class, level of class, student evaluations, syllabi, copies of teaching materials, description of teaching philosophy, evaluation of liaison activities, contributions to curriculum development, teaching materials including case studies (individual, couple, family, group, organizational and/or community), course development and revision, original, innovative, and creative modifications to courses and the classroom experience, and contributions to efforts to evaluate teaching.

2) Since teaching is manifested in multiple activities the candidate may wish to include a description of activities which contribute to the overall quality of teaching at the School. These could include actions which strengthen the School as a community of scholars, contributions to bulletin boards which disseminate information on welfare and inequality issues, brown bag lunches, student involvement in community activities as a result of class learning, flexibility in both responding to course needs of the School and in teaching schedules so students may participate in community activities, and ability to seize the teachable moments which randomly appear in the School, university and community. This list shall not be considered exhaustive. The candidate may submit other material as evidence of teaching competence.

3) It is the responsibility of the candidate to submit a narrative which includes: a summary of the teaching activities as outlined above, an evaluative statement of how the teaching activities and outcomes contribute to the profession and the congruence of the activities with the mission of the School and the university.

4) As administrative, service, and teaching are inextricably intertwined, teaching activities which bridge service and/or administrative activities are highly regarded.

5) Two colleagues (one selected by the candidate and the other by the

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Director) shall provide an assessment of teaching based on

attending a class session. The date of this observation shall be determined by the candidate. The content, form, purpose, and criteria for the evaluation shall be determined by the Committee, and the candidate shall receive a written report of the observation.

c.Service (expected of all)

The candidate will provide a narrative which describes uncompensated service activities and their relationship to:

1) administration (if relevant to the position);

2) teaching (if relevant to the position); and

3) mission of the school.

4. Review Letters

1) The purpose of letters of review is to contextualize the academic professional’s record, both within the university and within the professional discipline. Review letters are to be sought from persons that are qualified to evaluate the candidate’s accomplishments.

2) The candidate may suggest reviewers, but the Director, in consultation with the Dean, will choose the reviewers. A total of four reviews are required; three may be from within the university, and at least one from outside the university.

3) In accordance with ACD 507-07, in instances when a candidate believes that there may be a conflict of interest or an unreasonable bias by persons who could be selected as reviewers, the candidate may provide a written list of such persons and request that they be excluded from consideration for review letters.

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4) According to university policy, the identities of reviewers are confidential and may not be shared with the candidate.

5) Only the School’s Director may request external review letters on behalf of the university. Relevant information about the candidate, the unit, the criteria for promotion, and the promotion review procedures should be sent to external experts for use in preparing their reviews. All reviewers shall be given at least 30 days to provide the review.

**SWK 505**

**Annual Performance and Post-Tenure Reviews**

**Revised 10/8/2010**

**Page 1 of 11**

Each year’s evaluation will be made on the basis of the previous three years of work. Faculty who have been employed less than three years at the School of Social Work will be evaluated on their performance to date, with performance prorated accordingly. In making its evaluations, the Annual Performance Evaluation Review Committee will review the submitted materials and make performance recommendations to the Director.

Submitted materials should include documentation of the person’s accomplishments where necessary. For example, for a peer reviewed article either a copy of the first page with publication information, the published article or a letter of acceptance can be used for documentation. Teaching scores will be compiled by the office of the Director and supplied to the review committee.

The School of Social Work annual performance evaluation review will be conducted in accordance with the deadlines and procedures established by the College of Public Programs and the University.

**FORMAT FOR THREE YEAR ACTIVITY REPORT (CALENDAR YEARS)**

**and ANNUAL PERFORMANCE REVIEW/POST TENURE REVIEW**

**The activity report should contain the following information:**

A. **Research/creative achievements.** Articles, book chapters, books/monographs, papers at research conferences and research

reports/proceedings should be listed separately. Refereed articles must be identified.

Standard citation format must be used, showing **all** authors in the order in which they will appear in publication. The basis for sequencing

multiple authors should be explained by a footnote. List most recent publications first, including page numbers.

Articles accepted for publication but not yet published should be documented as follows: forthcoming in

\_\_\_\_\_\_\_\_\_\_\_, Vol. \_\_\_\_\_\_\_, (year). Documentation of acceptance should be included.

|  |  |  |
| --- | --- | --- |
| **Scholarly product\*** | **Refereed** | **Merit points\*\*** |
|  |  |  |
|  |  |  |
|  |  |  |

\* Includes books, book chapters, journal articles, monographs, book reviews, referred conference presentations, published letter to the editor of a journal, reports, etc. Add lines if necessary.

\*\***See Appendix A for merit point ratings**.

**Work in Progress.** Progress toward publication should be noted: article under review by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; will be submitted to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_ (year). Documentation of status should be included.

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Title** | **Journal** | **Date to be submitted** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**List of grants obtained.** University, national, and other types of grants should be listed separately. Information should include the title of the grant, the funding agency, the time period, the dollar amount, and the role of the candidate (e.g., PI, Co-PI, other). See Appendix A for merit point ratings.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Type | Title | Funding agency | Time period | Amount | Your role |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |
| --- |
| **Merit points** |
|  |

**Other scholarly Activities.**

|  |
| --- |
| **Merit points** |
|  |

|  |
| --- |
| **Total merit points for scholarship** |
|  |

1. **Teaching.** Qualitative and quantitative information about the courses taught in each semester. The teaching report must show each course taught, name of the course, number of students, SCH produced, and the student evaluation summary score.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year and semester** | **Course name and number** | **# of students** | **SCH** | **Student evaluation summary**  **(overall mean rating of items 1-12)** |
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|  |  |  |  |  |
| **3 year average for teaching evaluation scores** | | | |  |

|  |
| --- |
| **Merit points based on student satisfaction ratings\*\*\*** |
|  |

\*\*\* See Appendix B for merit point ratings

|  |
| --- |
| **Other teaching activities** |
|  |
|  |

Separately show the number of students working with you on independent study and the SCH produced in each semester.

|  |
| --- |
| **Merit points** |
|  |

List the students for whom you have served as dissertation or thesis advisor (indicate chair or committee member), along with the title of the dissertation or thesis. Divide the list between those students who have finished and those who are still in progress.

|  |
| --- |
| **Merit points** |
|  |

|  |
| --- |
| **Total merit points for teaching** |
|  |

C. **Service.** Show service in the following areas (See Appendix C for merit point ratings):

1. **Public/Community Service.** Information should include name of organization for whom service was provided and full citations for any written or creative products and where they can be obtained. For major service contributions, include a 1-3 sentence description of the service itself, your specific role, and the duration of the service.

|  |
| --- |
| **Merit points** |
|  |

2. **University, College, and Department Service.** This should include a list of committees or task forces on which you have served during the evaluation period, your role on the committee, a one-sentence description of the committee’s responsibilities (if this is not evident from the name of the committee), and citations for any major written reports from the committee/task force.

|  |
| --- |
| **Merit points** |
|  |

3. **Professional Service (academic and non-academic).** Speeches given at professional meetings, membership in professional societies, offices in professional organizations during the evaluation period.

|  |
| --- |
| **Merit points** |
|  |

**D. Administrative Assignment(s).** Describe any administrative assignments performed, including course relief and/or special compensation (if any).

**E. Affirmative Action/Cultural Diversity.** Contributions to cultural diversity should be addressed by either including them as a separate category, or encompassing them within each of the categories of research, teaching, and service. Contributions include efforts that facilitate recruitment, retention, and achievement of/by culturally diverse persons (including racial and ethnic minorities, women in under represented fields, disabled persons, persons of diverse sexual orientation, other disadvantaged groups specified by the unit).

**F. Recognition and Awards.**

|  |
| --- |
| **Total merit points for service** |
|  |

**Appendix A: ANNUAL EVALUATION CRITERIA FOR ROLLING THREE YEAR PERIOD - SCHOLARSHIP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UNSATISFACTORY** | **SATISFACTORY** | **MERIT** | **HIGH MERIT** | **EXCEPTIONAL MERIT** |
| Little or no evidence of scholarly productivity | Evidence of scholarly productivity that includes at least 1 unit of merit | Evidence of scholarly productivity that includes at least 2 units of merit | Evidence of significant scholarly productivity that includes at least 3 units of merit | Evidence of exemplary scholarly productivity that includes at least 4 units of merit |

4 units of scholarship merit – 1 sole authored scholarly book published, or

External funding of $100,000 or more, PI or co-PI

3 units of scholarship merit- 1 co-authored scholarly book published

External funding from $60,000 up to $99,999, PI or co-PI

2 unit of scholarship merit - 1 sole author edited book published, or

1 sole author text book published, or

1.5 units of scholarship merit 1 sole authored book, revised and published

1 co-authored edited book or textbook published

1.25 units of scholarship merit 1 co-authored book, revised and published

1 unit of scholarship merit - 1 sole-authored refereed article published or in press

1 research monograph, technical report, etc.

External funding under $60,000

.90 1 first-authored refereed article published or in press

.80 1 2nd authored refereed journal article published or in press

.70 1 3rd or lower authorship on refereed journal article

.50 unit of scholarship merit - 1 sole authored book chapter published, or

1 sole authored revised book published, or

Submitted grant proposal for external funding, but not funded

Internal funding, or

.45 units of scholarship merit 2nd author on book chapter published

.40 units of scholarship merit 3rd or lower author of book chapter published

.25 Refereed conference presentation

Book review

?? Other research activities not covered above (describe, document, justify)

**Appendix B: Annual Evaluation Criteria for Rolling 3-year Period - Teaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UNSATISFACTORY** | **SATISFACTORY** | **MERIT** | **HIGH MERIT** | **EXCEPTIONAL MERIT** |
| Failure to meet required teaching responsibilities with less than 2 units of merit | Faculty member maintains acceptable teaching performance with 2 to 2.50 units of merit | Evidence of strong teaching performance with 2.51 to 2.99 units of merit | Evidence of very strong teaching performance with 3 to 3.49 units of merit | Evidence of outstanding teaching performance that includes at least 3.5 or greater units of merit |

Up to 2 units of merit

0 Student satisfaction scores on teaching 3 or higher on mean of all courses taught across 3 years

.5 student satisfaction scores on teaching between 2.50 and 2.99 on mean of all courses

1 Student satisfaction scores on teaching between 2 and 2.49 on mean of all courses

1.5 Student satisfaction scores on teaching between 1.21 and 1.99

2 Student satisfaction scores on teaching 1.20 or lower

1 unit of teaching merit – Create a new course, or

Substantially revise an existing course that is then approved, or

Lead person for one or more CSWE accreditation standards/chapters, for a whole curriculum, or for one sequence, or

Chair to completion a dissertation s

.75 unit of teaching merit - Chair of an on-going dissertation committee

Chair, completed thesis

.50 unit of teaching merit - Chair of an ongoing thesis committee

Member of a completed dissertation or thesis committee, or

Attend a continuing education course to improve teaching skills, or

Supervise a field student to compensate for the lack of a BSW or MSW at the agency, or

Supervise a student in a for-credit Independent Study, or

Teach one course not taught within the last three years, or

Provide extracurricular teaching activities (e.g. film or speaker series, workshops; describe, document, and justify), or

Member of an on-going dissertation committee, or

0 - .50 unit of teaching merit Lead Instructor responsibility (self-assessed based on how demanding the role is)

.25 Member, thesis committee

?? Teaching activities that are over and above the required teaching responsibilities and are not

credited above (describe, document and justify) or

Teaching score criteria used above must be reassessed by faculty every 3 years

**Appendix C: ANNUAL EVALUATION CRITERIA FOR ROLLING THREE YEAR PERIOD – SERVICE\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UNSATISFACTORY** | **SATISFACTORY** | **MERIT** | **HIGH MERIT** | **EXCEPTIONAL MERIT** |
| Faculty member fails to consistently perform required service or committee assignment; frequently fails to attend required faculty meetings | Faculty member serves competently on at least one committee per year and regularly attends faculty meetings and shows activity in community and/or professional service | Faculty member is active in departmental affairs, serves conscientiously and shows leadership in the unit that includes 2 to 3.9 units of merit | Consistently demonstrates strong leadership at the unit or some combination of unit, college university, professional, and/or community levels that includes 4 to 5.9 units of merit | Consistently demonstrates exceptionally strong leadership at the unit or some combination of unit, college university, professional, and/or community levels that includes 6 units of merit |

1 unit of service merit - Editor of professional journal, or

Elected leadership in professional organization, or

Chair of a university or college committee, or

Chair of a SSW search or standing committee (e.g., Foundation, P & T), or

Elected chair of community board/committee/coalition/review panel or

Chairing a concentration (BSW, MSW, ADP, PAC Advanced Generalist)

.75 Editor of special issue of journal

.50 unit of service merit - Editorial board member (no double counting of reviewing manuscripts for that journal), or

Member of a SSW search or standing committee, or

Member of a university of college committee, or

Regularly attended an additional curriculum program committee, or

Advise a student group, or

Serve on a community board/committee/coalition/review panel, or

Non-refereed conference presentation, or

Expert testimony

.25 unit of service merit Review at least two manuscripts per year for a refereed journal

Reviewing conference abstracts

Serving on award selection committee, e.g., for SSWR, CSWE

Completing an external review of a candidate for promotion and/or tenure

?? Service activities that are over and above the required service responsibilities and are not

credited above (describe, document and justify)

?? Administrative responsibilities (describe, document and justify merit points)

\*\*ONLY ACTIVITIES THAT ARE NOT COMPENSATED

**SWK 505-01**

**Career Track Faculty Annual Performance Criteria**

**Effective 12/1/2021**

**Dean Approved 11/15/2022**

**PURPOSE:** To establish Career Track Faculty Annual Performance Evaluation processes, criteria and measures.

**SOURCES:** Career Track Faculty

**APPLICABILITY**: All ranks of Lecturer, Clinical Professor, Research Faculty, Professor of Practice, and Academic Professional

**POLICY**: Career Track Faculty

The purpose of this document is to specify the processes, criteria, and measures used in the School of Social Work to achieve the goals of the annual performance review.  Each year’s faculty evaluations are made based on the previous three years of work.  Career Track faculty members who have been employed less than one year at the School of Social Work will be evaluated on their performance to date, with performance prorated accordingly.

The number of members on the Annual Performance Evaluation Committee (APE) may vary by year based on the anticipated committee workload for the upcoming academic year. For the Annual Performance Evaluation Committee to conduct business, 3-6 fixed Career Track faculty members must participate. Elected members cannot include Instructor ranks and must be senior ranks or higher and will serve a two-year staggered term. Members of the APE Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure. Committee work will follow the Duties and Responsibilities outlined in SWK 104-02.

Duties and Responsibilities of the Annual Performance Evaluation (APE)Committee:

1. Committee members prepare a report corroborating each Career Track faculty member’s self-rating in accordance with ACD and School of Social Work assessment policy (SWK 501) and College deadlines, to be turned in to the SSW Director or the faculty’s supervisor as specified in their annual contract. The report will be based on the materials each fixed-erm faculty member submits.
2. In cases where the faculty member and Director/Supervisor cannot reach agreement on merit rating, the APE committee will be available to provide an independent written evaluation at the request of the Director/Supervisor or the Career Track faculty member. The evaluation will reflect the standards for faculty performance as outlined in the relevant School of Social Work policies.

The School of Social Work annual performance evaluation review will be conducted in accordance with the deadlines and procedures established by the Arizona Board of Regents, Arizona State University and the Watts College of Public Service and Community Solutions.

**1.     COMPLETING THE ONE-YEAR ACTIVITY REPORT (CALENDAR YEAR) & ANNUAL PERFORMANCE EVALUATION**

**ASU Vita data entry.**  Before the ASU established annual deadline, faculty members are required to update their information as part of the ASU Vita program. The following categories need to be populated as applicable unless the system has populated them automatically.  It is advisable, however, that system-generated data are reviewed by the faculty member for whom they are generated.  Expectations depend on the faculty’s rank and specified in the employment contract. This may/may not include any/all of the following:

Teaching and Instruction (5 indicators)

* Student Evaluations; Teaching skills; Peer Evaluations; Teaching Leadership; and or Teaching Innovation as outlined in the benchmarks

Service and Auxiliary Activities

* Department committee; Auxiliary services as outlined in the benchmarks

Research (3 indicators)

* Scholarship activities; Applied activities; Research auxiliary activities as outlined in the benchmarks

Administration and other responsibilities (as defined by contract)

**2.     EVALUATION CRITERIA FOR THE ONE-YEAR ACTIVITY REPORT (CALENDAR YEAR) & ANNUAL PERFORMANCE EVALUATION**

Each year, all Career Track faculty will complete the **Self-Rating Assessment** **form** (see last page) using the below merit categories (i.e., 5 – 1). The Self-Rating Assessment will provide written rationale based on performance benchmarks described below and will be based on a 1-year timeframe. The merit rating will reflect self-assigned performance ratings across two areas (teaching and service/auxiliary activities) based on the merit criteria. Moreover, faculty should include a section about future goals and needed resources.

Based on the productivity, achievement, and the approved benchmarks, individual faculty members will self-assign one of five possible ratings for their 1-year annual performance: **5) EXTRAORDINARY, 4) EXCEEDS EXPECTATIONS, 3) MEETS EXPECTATION, 2) PARTIALLY MEETS EXPECTATION, or 1) UNSATISFACTORY** (see Benchmarks) for teaching and service.  The below categories are guidelines; if a faculty member can demonstrate impact, innovation or productivity through other metrics, they are encouraged to do so.  When filling out the numerical self-rating, faculty should report their % effort per year in each area of teaching, and service.

Faculty should also submit, with their Self-Rating Assessment form, a current copy of their CV.

\* Assistant Teaching and Clinical Assistant faculty may show potential for leadership, and teaching innovation in ways that are more consistent with early career scholars; all faculty should demonstrate leadership consistent with rank.

**BENCHMARKS**

**Extraordinary Performance (5)**

**TEACHING AND INSTRUCTION**

**(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**

* Demonstrate overall course evaluation mean of 1.4 or lower across all courses in question directly related to teaching skills.

1. **TEACHING SKILLS**

E*xtraordinary performance as evidence by demonstrated accomplishment in 20 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”

1. **PEER EVALUATIONS (Optional unless required for promotion)**

* Received a score of Excellent on peer evaluation

1. **TEACHING LEADERSHIP**

*Demonstrate a combined total of any 4 activities taken from the following two indicators (Teaching Leadership and/or Teaching Innovation)*

* Responsible for Lead/Co-Lead activities of a course/courses *(one course* would count towards the “4” activities required for Extraordinary) that involves taking the lead in updating development of course shell and syllabi to ensure course material is available at the appointed time while supporting other Faculty teaching the course and/or
* Create and execute a new course offering and/or
* Mentoring students via student honors contracts and/or
* Participating in Barrett’s Honor’s Projects as a committee member and/or
* Mentor students from underserved/underrepresented groups that upholds the Schools commitment to inclusion.

**E. TEACHING INNOVATION**

* Provide two or more teaching workshops/ instruction for the school, college, university, or community with a focus on teaching innovation and/or
* Incorporate school, college, or university training/trainings on courses you teach and/or use classroom technology to enhance teaching innovation in your classroom and/or
* Evidence of introducing innovative ways in teaching that address oppression, diversity, inclusivity, with an emphasis on underrepresented populations and populations of the Southwest and/or
* Attend at least 3 or more workshops offered in our department in professional development and/or
* Book publications or journal publications, and/or
* May also include other “Extraordinary” teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and Career Track meeting is considered part of your employment and not considered a service activity

* All Career Track faculty are expected to participate on three departmental committee from the following list*:* Standards Committee, Career Track Performance Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in three or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:

**AUXILIARY ACTIVITIES**

* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees and/or
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners and/or
* Serve in the capacity of a faculty advisor for a student organization and/or
* Present at external/internal conferences/trainings/workshops on behalf of the school, college, university or community and/or
* Provide guest lectures for other instructors/courses within ASU and/or
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research and/or
* Leadership roles on Certificates, Programs, Centers, or Offices and/or
* Chair a departmental committee and/or
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.) and/or
* Serve as a field liaison or field instructor and/or
* Serve on the Strategic Planning Priority teams and/or
* Activities involving marginalized communities that uphold the school’s commitment to inclusion and/or
* Other service activities that serve the school, college, university and/or the community and/or
* Outreach and recruitment activities with community partners and the department, College or University and/or
* Publication that can include books, chapters, or journals
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

**Exceeds Expectations (4)**

**TEACHING AND INSTRUCTION**

**(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**

* Demonstrate overall course evaluation mean of 1.41 to 1.5 across all courses in question directly related to teaching skills.

1. **TEACHING SKILLS**

Exceeds expectation *as evidence by demonstrated accomplishment in 17 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”

1. **PEER EVALUATIONS (Optional unless required for promotion)**

* Received a score of Proficient on peer evaluation

1. **TEACHING LEADERSHIP**

*Demonstrate a combined total of any 3 activities taken from the following two indicators (Teaching Leadership and/or Teaching Innovation)*

* Responsible for Lead/Co-Lead activities of a course/courses *(one course* would count towards the “3” required activities for Exceeds Expectations) that involves taking the lead in updating development of course shell and syllabi to ensure course material is available at the appointed time while supporting other Faculty teaching the course and/or
* Create and execute a new course offering and/or
* Mentoring students via student honors contracts and/or
* Participating in Barrett’s Honor’s Projects as a committee member and/or
* Mentor students from underserved/underrepresented groups that upholds the Schools commitment to inclusion.

1. **TEACHING INNOVATION**

* Provide one or more teaching workshops/ instruction for the school, college, university, or community with a focus on teaching innovation and/or
* Incorporate school, college, or university training/trainings on courses you teach and/or use classroom technology to enhance teaching innovation in your classroom and/or
* Evidence of introducing innovative ways in teaching that address oppression, diversity, inclusivity, with an emphasis on underrepresented populations and populations of the Southwest and/or
* Attend at least 2 or more workshops offered in our department in professional development and/or
* Book publications or journal publications and/or
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and Career Track meeting is considered part of your employment and not considered a service activity

* All Career Track faculty are expected to participate on two departmental committee from the following list*:* Standards Committee, Career Track Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in two or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:

**AUXILIARY ACTIVITIES**

* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees and/or
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners and/or
* Serve in the capacity of a faculty advisor for a student organization and/or
* Present at external/internal conferences/trainings/workshops on behalf of the school, college, university or community and/or
* Provide guest lectures for other instructors/courses within ASU and/or
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research and/or
* Leadership roles on Certificates, Programs, Centers, or Offices and/or
* Chair a departmental committee and/or
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.) and/or
* Serve as a field liaison or field instructor and/or
* Serve on the Strategic Planning Priority teams and/or
* Activities involving marginalized communities that uphold the school’s commitment to inclusion and/or
* Other service activities that serve the school, college, university and/or the community and/or
* Outreach and recruitment activities with community partners and the department, College or University and/or
* Publication that can include books, chapters, or journals
* May also include other teaching activities that involve teaching innovation—this is your space to add any other activities that you have gone above and beyond in teaching that are not already represented above

**Meets Expectation (3)**

**TEACHING AND INSTRUCTION**

**(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**

* Demonstrate overall course evaluation mean of 1.51 to 1.6 across all courses in questions directly related to teaching skills.

1. **TEACHING SKILLS**

Meets Expectation *as evidence by demonstrated accomplishment in 15 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”

1. **PEER EVALUATIONS (Optional unless required for promotion)**

* Received a score of Satisfactory on peer evaluation

1. **TEACHING LEADERSHIP**

*Demonstrate all of the following indicators:*

* Teach the required number of contracted courses
* Provide leadership to students as needed during office hours
* Assist students who are failing to meet course standards
* Provide classroom management
* Encourage students’ retention and success especially with underserved/marginalized groups while upholding the Schools commitment to inclusion.

1. **TEACHING INNOVATION**

*Demonstrate all of the following indicators:*

* Attend one workshop offered in our department in professional development
* Effectively uses provided classroom technology as needed for course delivery
* Course materials are current and relevant to course
* Some evidence of diverse, inclusive, and equitable course material with an emphasis on marginalized populations and populations of the southwest

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and Career Track meeting is considered part of your employment and not considered a service activity

* All Career Track faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Career Track Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Possess an LCSW and in good standing with the Board of Behavioral Health Examiners
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**Partially Meets Expectations (2)**

**TEACHING AND INSTRUCTION**

**(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**

* Demonstrate overall course evaluation mean of 1.61 to 1.8 across all courses in questions directly related to teaching skills. Multiple complaints from students and or faculty

1. **TEACHING SKILLS**

Partially meets expectation a*s evidence by demonstrated accomplishment in 12 of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”

1. **PEER EVALUATIONS (Optional unless required for promotion)**

* Received a score of Needs Improvement on peer evaluation

1. **TEACHING LEADERSHIP**

*Demonstrate the following indicators:*

* Teach the required number of contracted courses
* Is not available during office hours
* Slow response to student correspondence
* Errors found in course syllabus, assignments, Canvas, grading, classroom organization and management
* Improvement needed when working with students from marginalized groups and or not upholding the Schools commitment to inclusion

1. **TEACHING INNOVATION**

* No evidence of professional development or teaching innovation during evaluation period. Course is taught using minimal technology and resources available to enhance the course. Limited evidence of oppression, diversity, and inclusion in course material. Course has limited evidence of course materials focused on marginalized populations of the Southwest.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and Career Track meeting is considered part of your employment and not considered a service activity

* All Career Track faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Career Track Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee. There is evidence of inconsistent activity in departmental committee or Auxiliary activities benchmarks.
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community and there is evidence of inconsistent activity in Auxiliary Activities benchmarks such as:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**Unsatisfactory Performance (1)**

**TEACHING AND INSTRUCTION**

**(Includes five teaching indicators A, B, C, D, E)**

1. **STUDENT EVALUATIONS**

* Demonstrate overall course evaluation mean of 1.81 or higher across all courses in question directly related to teaching skills.

1. **TEACHING SKILLS**

Unacceptable level of performance as evidenced by less than 12 *of the 20 areas below:*

* Learning objectives are explicitly communicated to students via the syllabus
* Expectations for student performance is clear and explicit in both classroom learning and assignments
* There is evidence that most students demonstrate mastery of the module objective
* Visuals are provided supporting lesson objectives
* Modules are challenging, sustain students’ attention
* Instructor elicits a variety of critical thinking
* Instructor provides time for student reflection
* Classes are relevant to the course content
* Instructor regularly incorporates discussion around culture, diversity and oppression regarding underrepresented groups
* Instructor provides opportunities for student-to-student interaction
* Instructor induces student curiosity and suspense
* Provide students with choices, incorporates multimedia and technology
* Incorporates resources beyond what’s mentioned in the syllabus
* Oral and written feedback is provided in a reasonable time frame and consistently focused, frequent and high quality
* Feedback from students is regularly used to monitor and adjust instruction
* Instructor displays extensive content knowledge of all course objectives
* There is no irrelevant, confusing or nonessential information happening in the classroom
* Instructor accommodates individual student needs and appropriately accessible to students
* Expectation for student performance is clear, demanding and high
* Instructor highlights key concepts and ideas and uses them as a bases to connect key concepts to student mastery of “big picture”

1. **PEER EVALUATIONS (Optional unless required for promotion)**

* Received a score of Unsatisfactory performance on peer evaluation

1. **TEACHING LEADERSHIP**

*Demonstrates the following indicators:*

* Unannounced or missed class sessions and/or no attempt to get coverage
* Significant issues reported by students in Canvass, syllabus, assignments, grading, office hours, classroom management
* Consistently fails to respond to student correspondence
* Significant improvement is needed when working with students from marginalized populations
* Not upholding the School commitment to inclusion

1. **TEACHING INNOVATION**

*Demonstrates the following indicators:*

* No evidence of professional development or teaching innovation during evaluation period. Faculty’s course has not been updated since the last time teaching.
* Course is taught using minimal technology and resources available to enhance the course. Limited evidence of oppression, diversity, and inclusion in course material. Course has limited evidence of course materials focused on marginalized populations of the Southwest.

**SERVICE AND**

**AUXILIARY ACTIVITIES**

Attendance at faculty council meetings and Career Track meeting is considered part of your employment and not considered a service activity

* All Career Track faculty are expected to participate on one departmental committee from the following list*:* Standards Committee, Career Track Promotion Committee, Online Committee, Academic Senate, Search Committee, Scholarship Review Committee, ADP, Child Welfare Committee, PAC, Foundation, Curriculum, Baccalaureate Committee, Ph.D. Committee or an Ad Hoc Committee. There is no evidence of activity on departmental committees.
* Fixed faculty may be required to engage in one or more of the following auxiliary service activities depending on their rank and employment contract that serve the school, college/and or community. There is no evidence of Auxiliary Activities in the following benchmarks:
* Serve on additional internal committees/subcommittees for the school, college, university or external community committees/subcommittees
* Serve in the capacity of a faculty advisor for a student organization
* Present at conferences/trainings/workshops for the school, college, university or community
* Provide guest lectures for other instructors/courses
* Develop and sustain community partnerships to foster collaboration in furthering the departments mission in connecting community, curriculum and research
* Leadership on Certificates, Programs, Centers, or Offices or as a Chair of a departmental committee
* Serve on a research team for an Office or Center for the school, college or university (training, consultation, etc.)
* Serve as a field liaison
* Serve on the Strategic Planning Priority teams
* Activities involving underserved and/or underrepresented communities that uphold the school’s commitment to inclusion
* Publication that can include books, chapters, or journals

**RESEARCH ACTIVITIES**

1. **RESEARCH SCHOLARSHIP ACTIVITIES (Body of Scholarship; Scholarly/creative publications/deliverables)**

Scholarship activitiesmay include the following:

* Publish in peer-reviewed professional journals; and/or
* Contribute to books or book chapters; and/or
* Produce detailed reports; and/or
* Produce documents such as training/curriculum manuals, policy reports, white papers; and/or
* Present research findings: oral presentations or posters; and/or
* Research recognition: Local, national, or international recognition or awards for scientific / conceptual leadership, or for significance of research; and/or for innovation, copyrights, patents or other external symbol of innovations, ranking of one’s intervention(s) as evidence-based; and/or for impact of research on populations, organizations, and/or communities of interest

**Extraordinary Performance (5)**

Lead on at least two (2), and actively contribute to at least four (4) or more scholarly activities/deliverables, working with internal and/or external team members to demonstrate an active role in these deliverables becoming available

**Exceeds Expectations (4)**

Lead on at least one (1), and actively contribute to at least three (3) or more scholarly activities/deliverables, working with internal and/or external team members to demonstrate an active role in these deliverables becoming available

**Meets Expectations (3)**

Contribute to three (3) scholarly activities/deliverables by collaborating with internal and/or external team members to assist in deliverables becoming available

**Partially Meets Expectations (2)**

Contribute to 1-2 scholarly activities to assist in deliverables becoming available

**Unacceptable Performance (1)**

Contribute to development of scholarly activities but no deliverable products produced during the year

**RESEARCH ACTIVITIES**

1. **RESEARCH APPLIED ACTIVITIES**

Applied activities may include the following:

* Contribute to social media, newsletters, invited commentary; and/or
* Disseminate research findings or clinical expertise to practitioners; and/or
* Serve as a reviewer for peer-reviewed journals or funding agencies; and/or
* Serve as an editor; and/or
* Contribute to the research development of students, especially those from underrepresented or underserved groups; and/or
* Serve on external boards, coalitions, or committees; and/or
* Serve on Data Safety Monitoring Boards, Institutional Review Boards or other research oversight groups; and/or
* Develop/sustain partnerships

**Extraordinary Performance (5)**

Demonstrates an exceptional degree of providing own research applied activities by contributing as a lead or co-lead in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or overseeing and mentoring student(s)' development of research skills; and/or contributing time and effort in developing and sustaining internal and external partnerships/collaborations

**Exceeds Expectations (4)**

Demonstrates a high degree of providing own research applied activities by contributing as a co-lead in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or time and efforts contributing time and effort in developing and sustaining internal and external partnerships/collaborations

**Meets Expectations (3)**

Demonstrates an average degree of providing own research applied activities by contributing in writing for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or participating in planning for internal and external partnerships/collaborations

**Partially Meets Expectations (2)**

Demonstrates some degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or mentoring student(s)' development of research skills; and/or participating in discussions for internal and external partnerships/collaborations

**Unacceptable Performance (1)**

Demonstrates minimal degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials/writings and/or a variety of media and channels; and/or serving in a reviewing or editing capacity; and/or reviewing student(s)' development of research skills; and/or participating in discussions for internal and external partnerships/collaborations

**RESEARCH ACTIVITIES**

1. **RESEARCH AUXILIARY ACTIVITIES**

Auxiliary activities may include the following and demonstrate the ability to provide research support in any of the following ways:

* Contribute to the writing, conceptualization, and submissions of proposals for funding; and/or
* Receive proposal funding; and/or
* Implement research projects as PI, co-PI, co-investigator, with special recognition for mentoring students and others from underrepresented or underserved groups

**Extraordinary Performance (5)**

Demonstrates an exceptional degree of providing own and department's research activities by contributing as a lead or co-lead in writing, receiving, implementing proposals and projects; leading, determining and delegating tasks to others, including students and others from underrepresented or underserved groups; contributing original written analysis and narratives; designing timelines and activities; and/or managing multiple aspects of at least one research project

**Exceeds Expectations (4)**

Demonstrates a high degree of providing own research activities by contributing as a co-lead in writing, receiving, implementing projects; determining and delegating tasks to others including students and others from underrepresented or underserved groups; contributing original written analysis and narratives; designing timelines and activities; and/or managing multiple aspects of at least one research project

**Meets Expectations (3)**

Demonstrates an average degree of providing own research activities by contributing as a member of a team that writes proposals; works with students and others from underrepresented or underserved groups; on research projects; and/or manages aspects of own research work including timeline and activities

**Partially Meets Expectations (2)**

Demonstrates some degree of providing to own research activities by contributing as a member of a team and produces some work tasks including timeline and activities

**Unacceptable Performance (1)**

Demonstrates minimal degree of providing own research activities as a member of a team by showing up to team meetings but contributing to few activities or tasks

|  |  |  |  |
| --- | --- | --- | --- |
| **BENCHMARKS SUMMATIVE TABLE** | | | |
|  | **TEACHING** | **SERVICE AND AUXILIARY ACTIVITIES** | **RESEARCH ACTIVITIES** |
| **Extraordinary**  (5) | Student Evaluations   * Mean of 1.4 or lower across all courses   Teaching Skills   * Evidence 20 of the 20 areas outlined in benchmark   Peer Evaluations   * Score of Excellent   Teaching Leadership and/or Teaching Innovation   * Evidence of any 4 activities from either indicator | Evidence of three or more activities from departmental committees  Evidence of three or more Auxiliary Activities | **RESEACRH SCHOLARSHIP ACTIVITIES**  Lead on at least two (2), and actively contribute to at least four (4) or more scholarly activities/deliverables  **RESEARCH APPLIED ACTIVITIES**  Evidence that demonstrates an exceptional degree of providing own research applied activities by contributing as a lead or co-lead in writing for dissemination which may include variety of materials  **RESEARCH AUXILIARY ACTIVITIES**  Demonstrates an exceptional degree of providing own and department's research activities by contributing as a lead or co-lead in writing, receiving, implementing proposals and projects |
| **Exceeds Expectations**  (4) | Student Evaluations   * Mean of 1.4 to 1.5 across all courses   Teaching Skills   * Evidence 17 of the 20 areas outlined in benchmark   Peer Evaluations   * Score of Proficient   Teaching Leadership and/or Teaching Innovation   * Evidence of any 3 activities from either indicator | Evidence of two activities from departmental committees  Evidence of two Auxiliary Activities | **RESEACRH SCHOLARSHIP ACTIVITIES**  Lead on at least one (1), and actively contribute to at least three (3) or more scholarly activities /deliverables  **RESEARCH APPLIED ACTIVITIES**  Demonstrates a high degree of providing own research applied activities by contributing as a co-lead in writing, for dissemination which includes a variety of materials /writings  **RESEARCH AUXILIARY ACTIVITIES**  Evidence that demonstrates a high degree of providing own research activities by contributing as a co-lead in writing, receiving, implementing projects |
| **Meets expectations**  **(3)** | Student Evaluations   * Mean of 1.51 to 1.6 across all courses   Teaching Skills   * Evidence 15 of the 20 areas outlined in benchmark   Peer Evaluations   * Score of Satisfactory   Teaching Leadership and/or Teaching Innovation   * Demonstrate all of the indicators in both categories | Evidence of one activity from departmental committees  Evidence of one activity from Auxiliary Activities | **RESEACRH SCHOLARSHIP ACTIVITIES**  **Contributes to three (3) scholarly activities/deliverables by collaborating with internal/external team members that assist deliverables becoming available**  **RESEARCH APPLIED ACTIVITIES**  **Demonstrates an average degree of providing own research applied activities by contributing in writing for dissemination which may include a variety of materials**  **RESEARCH AUXILIARY ACTIVITIES**  **Demonstrates an average degree of providing own research activities by contributing as a member of a team that writes proposals** |
| **Partially Meets Expectations**  **(2)** | Student Evaluations   * Mean of 1.61 to 1.8 across all courses   Teaching Skills   * Evidence 12 of the 20 areas outlined in benchmark   Peer Evaluations   * Score of Needs Improvement   Teaching Leadership and/or Teaching Innovation   * Demonstrate all of the indicators in both categories | Evidence of inconsistent activity from departmental committees  Evidence of inconsistent activity in Auxiliary Activities benchmarks | **RESEACRH SCHOLARSHIP ACTIVITIES**  Contribute to 1-2 scholarly activities to assist in deliverables becoming available  **RESEARCH APPLIED ACTIVITIES**  Evidence that some degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials  **RESEARCH AUXILIARY ACTIVITIES**  Demonstrates some degree of providing own research activities by contributing as a member of a team and produces some work tasks including timeline and activities |
| **Un-**  **satisfactory**  **(1)** | Student Evaluations   * Overall course evaluation of 1.81 across all courses   Teaching Skills   * Evidence of less than 12 of the 20 areas outlined in benchmark   Peer Evaluations   * Score of Unsatisfactory   Teaching Leadership and/or Teaching Innovation   * Demonstrate all of the indicators in both categories | Evidence of no activities on departmental committees  Evidence of no Auxiliary Activities | **RESEACRH SCHOLARSHIP ACTIVITIES**  Contribute to development of scholarly activities but no deliverable products produced during the year  **RESEARCH APPLIED ACTIVITIES**  Demonstrates minimal degree of providing own research applied activities by contributing ideas for dissemination which may include a variety of materials  **RESEARCH AUXILIARY ACTIVITIES**  Demonstrates minimal degree of providing own research activities as a member of a team by showing up to team meetings but contributing to few activities or tasks |

**Self-Rating Assessment** **Form**

**Name:**

**Annual review for (year):**

1. **Teaching and Instruction (address 5 indicators) narrative to support Merit Category**:

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Service and Auxiliary Activities narrative to support Merit Category**:

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Research to narrative to support Merit Category:**

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

1. **Administration: (see employment contract)**

Percent of Effort: \_\_\_\_% for the year

Circle One Merit Category: 1, 2, 3, 4, 5

**Circle mean OVERALL MERIT CATEGORY**: 1, 2, 3, 4, 5

**Professional Goals for Success in the Coming Year:**

Remember, in addition to this form, please submit a current copy of your CV.

**SWK 506**

**Hiring of Faculty and Search Committees**

**Effective 8/20/90**

**Revised 12/03/99**

**Revised 2/25/21**

**Dean Approved 11/4/2022**

**~~SWK 506~~**

**~~Hiring of Faculty~~**

**~~Effective 8/20/90~~**

**~~Revised 12/03/99~~**

**~~Page 1 of 4~~**

**PURPOSE**: To define policy and procedures for hiring of all full time personnel who will serve in any faculty or teaching capacity.

**SOURCES: School of Social Work Faculty Council**

**APPLICABILITY: All faculty in the School of Social Work**

**POLICY**: Hiring of Social Work Faculty and Search Committees

The hiring process is defined as beginning at the point of identifying the need for additional faculty and ending at the point of offer and acceptance of a position.

Although it is recognized that there are administrative prerogatives in the hiring process, the following steps are recommended by the Faculty Council as procedures designed to ensure that the needs of the School as perceived by faculty will be incorporated into the hiring process.

A. Hiring Faculty

1. Faculty needs shall be defined yearly, by March 30 of each Spring semester, by the program committees (BSW, MSW, ADP, AG, PAC, Ph.D.) in writing.

2. Program coordinators meet and rank order priorities no later than April 15 of each year. A copy of their written recommendations to the Director shall be disseminated to all faculty members prior to the April faculty meeting. This is for information only.

3. The Director may modify priorities.

4. The Director requests positions through university channels.

5. If a position is granted, then the search begins. If there is no formal approval, no search is initiated. If approval is delayed past January 15, consideration should be given to securing the position through the following fiscal year and extending the search into the Fall semester.

**~~SWK 506~~**

**~~Hiring of Faculty~~**

**~~Effective 8/20/90~~**

**~~Revised 12/03/99~~**

**~~Page 2 of 4~~**

B. Search Committees

Two Search Committees will be established

1) Tenure-Track Faculty Search Committee

2) Career Track Faculty Search Committee

C. Hiring Process

1. Each Search Committee will be comprised of no more than six members and shall be constituted jointly by the Director and the Faculty Council.

2. Upon notification of authorization from the College to recruit, the Faculty Council shall submit to the Director a list of three elected representatives to the Tenure-Track Faculty Search Committee and three elected representatives to the Career Track Faculty Search Committee. All elected representatives for the Tenure-Track Faculty Search Committee must be full-time, tenure-line faculty members. All elected members of the Career-Track Faculty Search Committee must be fulltime career track faculty members. In addition, the Director can appoint up to three additional members to each of the committees. The Faculty Council may select additional nominees to be recommended to the Director for appointment to the Committee. The three elected representatives for each committee may be selected in the annual Spring elections, but will only serve if the School receives authorization to recruit.

3. Each Search Committee must also include a member who attends the ASU Academic Personnel Search Workshop.

4. The Director will notify the Faculty Council of the membership of the Committee no later than 30 days after receiving the list of nominees.

5. Each committee will then elect a member to serve as chair.

D. Responsibilities of the Tenure-Track Faculty Search Committee include:

1. assuring compliance with University policy in the search process (ACD 505-04)
2. advertising and recruiting
3. sending letters of response to applicants
4. screening applicants
5. preparing for campus visits

**~~SWK 506~~**

**~~Hiring of Faculty~~**

**~~Effective 8/20/90~~**

**~~Revised 12/03/99~~**

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6.hosting campus visits

7. setting up agendas and meetings for on-campus visits

8. data collection from appropriate sources for evaluation purposes

9. other search-related responsibilities

E. Responsibilities of the Chair of the Tenure-Track Search Committee

1. establish a timeline for all activities requiring faculty involvement and present monthly progress reports to the Faculty Council on the status of the search process.

2. Complete files on each applicant shall be retained in the Director’s office if any faculty member wishes to have more information about an applicant.

3. Tenure-Track Search Committee shall screen applicants down to a list of candidates it recommends be brought to campus for onsite (or virtual if necessary) interviews. This short list shall be announced to faculty at the earliest possible time.

4. . The Director will issue invitations to candidates for campus visits with input from the Tenure-Track Search Committee.

5. After the campus visit of each candidate the Tenure-Track Search Committee shall solicit evaluative feedback from faculty, staff, students and others as appropriate for each candidate brought to campus for interviews.

6. The Tenure-Track Search Committee shall compile feedback on each visiting candidate, identifying strengths and weaknesses of each candidate as perceived by the Committee, faculty, staff, students and other constituents of the School of Social Work.

7. A meeting for faculty shall then be held to present the feedback following each candidate’s visit.

8. The report may be revised based on evaluative feedback of the faculty and then forwarded to the Director.

**~~SWK 506~~**

**~~Hiring of Faculty~~**

**~~Effective 8/20/90~~**

**~~Revised 12/03/99~~**

**~~Page 4 of 4~~**

F. Responsibilities of the Tenure-Track Faculty Search Committee include:

1. assuring compliance with University policy in the search process (ACD 505-04)
2. advertising and recruiting;
3. sending letters of response to applicants;
4. screening applicants;
5. preparing for interviews;
6. interviewing applicants
7. other search-related responsibilities

G. Responsibilities of the Career Track Faculty Search Committee

1. Screen applicants down to a list of candidates it recommends be interviewed (virtually/remotely if necessary).

2. Identify strengths and weaknesses of each candidate as perceived by the Committee.

H. Final Tasks

1. Each Search Committee will forward to the Director, School of Social Work, a list of candidates it recommends be extended an invitation to join the faculty, School of Social Work
2. The Director shall consider the report of each Search Committee and recommend action to the Dean
3. Upon approval from the Dean, the Director shall initiate the hiring process and the director of Search Committee representative will provide a monthly progress report to the Faculty Council on the status of hiring for each position for which a search has been conducted. These monthly reports shall continue until a person has been hired or the hiring process has been otherwise terminated.

**~~SWK 507~~**

**~~Sabbatical Leave~~**

**~~Effective 8/18/1986~~**

**~~Revised 11/18/2011~~**

**~~Page 1 of 1~~**

**~~PURPOSE~~**~~: To Define Policy and Procedures for Sabbatical Leave~~

**~~SOURCES~~**~~: Academic Affairs Policy and Procedure Manual ACD 705~~

~~Sabbatical Leave Procedures, Office of the Provost~~

**~~APPLICABILITY~~**~~: All Faculty, School of Social Work~~

**~~POLICY~~**~~: Sabbatical Leave~~

~~A. Requests for sabbatical leave are governed by the policies and procedures of the University. Recommendations are made to the Director by the Promotion and Tenure Review Committee based on assessment of the potential value of a sabbatical proposal according to the following criteria:~~

~~1. Potential value to the teaching program of the School of Social Work.~~

~~2. Contribution to knowledge in social work and social work education.~~

~~3. Potential value to the reputation of the School and the University.~~

~~4. Probable enhancement of the applicant’s effectiveness as a faculty member.~~

~~5. Providing outstanding public or professional service at a local or national level.~~

~~B. In reviewing requests according to these criteria, the Promotion and Tenure Review Committee is also guided by the potential contributions of the sabbatical project to the Mission of the School of Social Work.~~

**SWK 508**

**Course Buyouts through Externally Funded Grants**

**Effective 11/6/1998**

**Page 1 of 2**

**PURPOSE**: To Outline the Procedure for Course Buyouts

**SOURCE**: School of Social Work Faculty Council and College of Public Programs

**APPLICABILITY**: All Faculty

**POLICY**: Course Buyouts through Externally Funded Grants

A. The standard teaching load of four sections per year (12 contract hours) provides significant released time for research and public service, including the work associated with grants and contracts. Normally, a grant or contract will add resources for the faculty member to carry out the research that the University already is compensating as part of the faculty member’s regular salary and, therefore, buyouts usually are not needed or warranted.

If it is not possible for the faculty member to carry the standard teaching load and also have enough time for the work associated with the grant to be carried out effectively, the faculty member may request a one-course release from the standard four courses. Under exceptional circumstances (e.g., for PIs on grants or contracts of $150,000 per year or more), the PI may request a release each semester. All faculty are expected to teach at least one class each year, regardless of other assignments.

Persons who receive additional released time from teaching to do more research must show a reduced FTE allocated to teaching and an increased FTE allocated to research/creative activities. They are expected to improve the productivity and quality of their research (or other creative activities) above that which they would have done without the reduced teaching load.

B. Guidelines

The following eligibility guidelines should be followed:

1. Faculty must be named in the grant and must have been identified as key personnel (usually a principal or co principal investigator or project evaluator). The grant or contract must be administered through ORSPA or through the ASU Foundation.

**SWK 508**

**Course Buyouts through Externally Funded Grants**

**Effective 11/6/1998**

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2. Any of the standards listed below are acceptable to the Dean’s Office for a one course release per AY.

a. Provide the unit with a buyout of no less than 12.5% of the academic year salary and no more than 20% of the AY salary, or

b. Provide the unit with a buyout equal to 10% of the AY salary and support a .25 graduate assistant (for the AY) who works on the grant.

For NSF grants (or other federal agencies or foundations that have written guidelines explicitly prohibiting faculty buyouts), faculty must provide equivalent amounts of funding to the unit as in option (a) or (b) above by buying out graduate assistant(s) who already have an award from the unit thereby freeing the funds that would have gone to them for the unit to use to replace teaching or for other purposes at its discretion. The GAs work on the grant.

3. A two course release (one each semester) requires twice the amounts listed above.

In addition, the Dean’s Office will expect that faculty who have reduced their teaching load because of the additional responsibilities of a grant during the academic year will not request teaching in the summer, unless the grant has ended. Because of the accountability issues involved, faculty who receive a course release buyout from a grant are not eligible for supplemental pay and are not eligible to be released for the 20% time for outside (paid) consulting. Eligibility for supplemental pay and for outside (paid) consulting require the faculty member to state that these activities will not interfere with normal academic responsibilities. The course release, however, has to be justified on the grounds that the person cannot conduct the grant and also carry out normal academic responsibilities. Thus, released time from teaching for grant and contract activities is incompatible with supplemental pay and with outside consulting.

**SWK 509-01**

**Clinical Faculty**

**Revised 1/2007**

**Page 1 of 2**

**PURPOSE** Define Criteria for Initial Appointment

According to ASU faculty definitions: Clinical Faculty Appointments are *“non- tenured, non-tenure-eligible faculty members who are qualified by training, experience or education to direct or participate in university functions, including student internships, training, or practice components of degree programs.”*

Persons appointed as Clinical Faculty will be appointed to one of two tracks: administration or teaching, although there may be instances in which a person has responsibilities in both areas. Clinical faculty appointments must be at least 50% time. The area of primary responsibility, teaching or administration, will be given the greatest weight in evaluating a candidate’s materials for appointment, continuation, and promotion. It is not expected that a clinical faculty member have responsibility in more than one area. However, if a clinical faculty member has secondary responsibilities in any of the other areas, these will be evaluated, but given less weight than the area of primary responsibility.

**A**. **Clinical Assistant Professor**

Appointment to the rank of Clinical Assistant Professor requires an MSW. Such individuals will have a record demonstrating success in administration and/or teaching, and evidence of service to the community. A minimum of six years appointment as a clinical assistant professor is required before consideration of promotion to clinical associate professor.

**B. Clinical Associate Professor**

Appointment to the rank of Clinical Associate Professor requires an MSW. Success in teaching or administration implies sustained activity beyond that required for appointment to Assistant Professor. A minimum of six years appointment as a Clinical Associate Professor is required before consideration of promotion to Clinical Professor.

**SWK 509-01**

**Clinical Faculty**

**Revised 1/2007**

**Page 2 of 2**

**C. Clinical Professor**

Appointment to the rank of Clinical professor requires an MSW, evidence of excellence in administration and/or teaching, as evaluated in terms of national recognition (e.g., appointment to CSWE, NASW or other national committee, etc.), and community service.

**SWK 509-02**

**Performance Expectations – Clinical Faculty**

**Revised 1/2007**

**Page 1 of 2**

**PURPOSE** To Define Performance Expectations for Promotion to Clinical Associate Professor

**SOURCES** School of Social Work Faculty Council

**APPLICABILITY** All Clinical Faculty

**POLICY** Performance Expectations

Persons appointed as Clinical Faculty will be appointed to one of two tracks: administration or teaching, although there may be instances in which a person has responsibilities in both areas. For consideration of promotion to clinical associate professor, the candidate’s primary role (administration or teaching) will be given the greatest weight. If there is only one primary role (administration or teaching), that role will be the basis for consideration for promotion.

A. Expectations

1. Clinical faculty must undergo periodic reviews as required by the university.

2. The Promotion and Tenure Review Committee shall consider the School’s investment in the candidate and the relevancy of the candidate’s competencies to the immediate and projected programs of the School.

3. In applying for promotion to the rank of associate professor, the candidate shall demonstrate:

a. Excellence in administration and/or instructional contributions, depending on the candidate’s primary role, and service;

b. Potential for further growth and productivity in the above areas.

4. An individual’s cumulative professional record will be used in making determinations for promotions.

**SWK 509-02**

**Performance Expectations – Clinical Faculty**

**Revised 1/2007**

**Page 2 of 2**

B. Submission of materials

1. The candidate is responsible for providing adequate information to the Promotion and Tenure Review Committee within the time frame established by the School, College, and University.

2. Six copies of all materials shall be submitted to the Office of the Director; the candidate should retain an additional copy.

**SWK 509 -03**

**Evaluation of Administrative Role for Promotion to Clinical**

**Associate Professor**

**Revised 1/2007**

**Page 1 of 2**

**PURPOSE**: To define criteria for evaluation of administrative role for promotion to clinical associate professor. A clinical faculty member’s primary role may be administrative. Thus, he or she is engaged in directing, coordinating or managing programs that are central to the educational mission of the School. Responsibilities of the position depend on the nature of the position and are determined upon hiring. These responsibilities may include supervision of personnel and/or students, coordination of student educational activities, collaboration with community partners, oversight of program budgets. Effective leadership is an essential criterion for advancement for those candidates whose primary role is administrative.

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY** All Clinical Faculty

**POLICY**: Evaluation of Administrative Role for Promotion to Clinical Associate Professor

A. Criteria

1. The candidate’s quality of administration is assessed by using a multi- method, multi-measure approach. There is no single measure of administrative effectiveness.

2. The candidate shall produce evidence of administrative effectiveness. In evaluating such a candidate for promotion, the Personnel Committee will take into account (1) *the quality of the leadership* as evidenced by vision and innovation; quality of program planning; integrity and fairness; ability to anticipate issues, concerns and problems; ability to develop effective solutions to problems and issues: (2) *effectiveness of external relationships a*s evidenced by success in creating, maintaining and strengthening the School’s relations with outside professional agencies; strengthening the School’s national visibility and reputation; (3) *the quality of human relations* as evidenced by collaboration resulting in effective planning and decision making; maintenance of positive productive relationships. Sensitivity to diverse needs of individuals served by the program, effective dispute resolution: (4) the *quality of*

**SWK 509 -03**

**Evaluation of Administrative Role for Promotion to Clinical**

**Associate Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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*communication skills* as evidenced by clarity in oral and written communications, ability to listen carefully and encourage dialogue, respectful of others; and the (5) *contributions of the program* to the School’s mission, and that of the University, and the involvement of students in the program.

B. Procedures

1. The candidate shall submit information regarding position title, name of program administered, program mission, approximate number and type of constituents served by the program annually (e.g., students, individuals, families, agencies, etc.), and the program’s contribution to the School’s and the University’s mission.

2. The candidate shall submit information regarding his or her role and responsibilities in the program, including number of persons supervised, number of students engaged in the program (if any) and whether in the BSW, MSW, or PhD program, and size of program budget, if one, and date of appointment to the program.

3. Empirical evidence regarding the program’s quality and effectiveness (e.g., formal or informal program evaluations) for the time period since appointment to the program or last promotion, whichever is most recent.

4. Empirical evidence regarding the quality of leadership, effectiveness of external relations, quality of human relations, and ability to communicate effectively.

5. Since administration is manifested in multiple activities, the candidate may wish to include a description of all activities that contribute to the overall mission of the School, other evidence that will demonstrate his/her administrative effectiveness (e.g., special awards, commendations, etc.), and/or a few selected letters (not to exceed a total of five) from colleagues, staff, students, or agency personnel may be included when they help to testify to the candidate’s effectiveness in the role of administrator.

**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

**Page 1 of 3**

**PURPOSE**: To define criteria for evaluation of teaching for promotion to clinical associate professor.

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All Clinical Track Faculty

**POLICY**: Evaluation of Teaching for Promotion to Clinical Associate Professor

A. Criteria

1. Teaching shall be evaluated in accordance with the philosophy as outlined in SWK 501.

2. The candidate’s quality of teaching is assessed by using a multi-method multi-measure approach.

3. The candidate shall present evidence of teaching productivity and instructional effectiveness. The teaching portfolio submitted by the candidate shall document course objectives, materials, student learning outcomes, and other items which may facilitate evaluation by the Promotion and Tenure Review Committee. It shall also include a description of teaching activities that occurred outside of the classroom including, but not limited to: field liaison, supervision of independent studies and honors theses, participation as a member of dissertation committees, training of teaching assistants, advisement activities in and out of the classroom, providing special study groups or tutoring, mentoring, assisting students with role transitions, providing community instruction of continuing education classes, activities designed to improve one’s teaching such as peer consultation or attendance at workshops to enhance teaching.

**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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B. Procedures

1. The candidate shall submit a teaching portfolio which shall include teaching activities which occurred both inside and outside of the classroom.

The candidate must also submit a list of all courses taught, size of each class, level of class, student evaluations, syllabi, copies of teaching materials, description of teaching philosophy, evaluation of liaison activities, contributions development, teaching materials including case studies (individual, couple, family, group, organizational and/or community), course development and revision, original, innovative, and creative modifications to courses and the classroom experience, and contributions to efforts to evaluate teaching.

2. Since teaching is manifested in multiple activities the candidate may wish to include a description of activities which contribute to the overall quality of teaching at the School. These could include actions which strengthen the School as a community of scholars, contributions to bulletin boards which disseminate information on welfare and inequality issues, brown bag lunches, student involvement in community activities as a result of class learning, flexibility in both responding to course needs of the School and in teaching schedules so students may participate in community activities, and ability to seize the teachable moments which randomly appear in the School, university and community. This list shall not be considered exhaustive. The candidate may submit other material as evidence of teaching competence.

3. It is the responsibility of the candidate to submit a narrative which includes: a summary of the teaching activities as outlined above, an evaluative statement of how the teaching activities and outcomes contribute to the profession and the congruence of the activities with the mission of the School and the university.

4. As scholarship, service, and teaching are inextricably intertwined, teaching activities which bridge service and/or administrative activities are highly regarded.

**SWK 509-04**

**Evaluation of Teaching for Promotion to Clinical Associate**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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5. Two colleagues (one selected by the candidate and the other by the Promotion and Tenure Review Committee) shall provide an assessment of teaching based on attending a class session. The date of this observation shall be determined by the candidate. The content, form, purpose, and criteria for the evaluation shall be determined by the Committee, and the candidate shall receive a written report of the observation.

**SWK 509-05**

**Evaluation of Service Criteria for Promotion to Clinical Associate Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

**Page 1 of 1**

**PURPOSE**: To define criteria for evaluation of service for promotion to clinical associate professor.

**SOURCES**: School of Social Work Faculty

**APPLICABILITY**: All Clinical Track Faculty

**POLICY**: Performance Expectation for Service for Promotion

A. Criteria

1. Service is a cardinal feature of both a professional school of social work and a public university. For tenure and promotion to associate professor, a faculty member’s record of service shall be consistent with the mission of the School and shall reflect the philosophy as stated in SWK 501. All candidates are expected to have contributed their services to the School, university, profession, and community.

2. Service activities are varied. Activities which support the mission of the School will be favorably regarded. Of particular value are service activities which contribute to the welfare of vulnerable groups and special populations, such as women, people with disabilities, racial and ethnic minorities, gay men and lesbians, the elderly, rural populations, and the poor.

B. Procedures

1. The candidate will provide a narrative which describes noncompensated service activities and their relationship to:

a. administration;

b. teaching; and

c. mission of the school.

**SWK 509-06**

**Evaluation Criteria for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

**Page 1 of 2**

**PURPOSE**: Criteria for Evaluation for Promotion to Clinical Full Professor

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All Clinical Track Faculty

**POLICY**: Evaluation Criteria for Promotion to Clinical Full Professor

A. General Criteria: Background

For promotion to Professor, the candidate must excel in two of the three areas under review [(1) administration; (2) teaching, (3) service)]. The area of primary responsibility must be one of the two areas of review.

B. Administration

1. Administration shall be evaluated in accordance with its consistency with the statement of philosophy found in SWK 501.

2. The procedures to be followed are the same as outlined in SWK 509-03 “Evaluation of Administration for Promotion to Clinical Associate Professor” and will be carried out in the Fall semester in which the review is being conducted.

C. Teaching

1. Teaching shall be evaluated in accordance with its consistency with the statement of philosophy found in SWK 501.

2. The procedures to be followed are the same as those outlined in SWK 502-01 and will be carried out in the Fall semester in which the review is being conducted.

D. Service

1. Service shall be evaluated in accordance with the statement of philosophy found in SWK 501 “Performance Expectations.”

**SWK 509-06**

**Evaluation Criteria for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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E. National Reputation

1. An additional criterion for promotion to Professor is evidence that the candidate has attained a national reputation.

a. Invitational presentations and/or key note addresses presented at national and international conferences, institutes, or organizations.

b. Use of teaching or administrative materials in other social work programs.

c. Positions of leadership in National and Professional Associations.

**SWK 509-07**

**Procedures for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

**Page 1 of 2**

**PURPOSE**: To Establish Procedures for Promotion to Clinical Full Professor

**SOURCES**: School of Social Work Faculty Council

**APPLICABILITY**: All Clinical Track Faculty, School of Social Work

**POLICY**: Procedures for Promotion Review

A. Promotion Review

The scheduling of all personnel procedures is subject to the “Schedule of ASU Academic Personnel Actions” disseminated each year by the Assistant Vice President for Academic Personnel.

B. Procedures

1. In accordance with the schedule, faculty members requesting review for promotion to Clinical Full Professor will submit three copies of their materials to the Director’s Office by the due date in accordance with School of Social Work policy.

2. At least one copy shall be made available in the Director’s Office for all Full Professors to review.

3. The Full Professors (tenured and clinical tracks) of the School of Social Work shall function as the Personnel Committee in the review and evaluation of a faculty member’s request for promotion to Clinical Full Professor.

4. The Full Professors shall elect the Chair of the Committee. The Chair will assume responsibilities for the logistics of the process. The Director’s Office will provide necessary clerical support for the review process.

5. The Committee shall undertake its review in accordance with University, College, and School of Social Work Policies in a manner which meets the deadlines established in the schedule.

**SWK 509-07**

**Procedures for Promotion to Clinical Full Professor**

**School Approved 1/15/2007**

**Dean Approved 2/2/2007**

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6. The Committee shall consider all input in making its recommendations regarding promotion. Based on their deliberations, the Committee shall produce a final report to the Director and shall make a recommendation regarding promotion.

7. The director shall then proceed according to university policy.

**SWK 510-01**

**Appointment of Research Faculty**

**Effective 12/4/2009**

**Revised 3/26/2010**

**Page 1 of 2**

**PURPOSE**: To Define Criteria for Hiring and Promoting Research Faculty

**SOURCES**: School of Social Work Faculty

**POLICY:** Appointment of Research Faculty

*According to ACD 505-02: Research faculty are nontenured, nontenure-eligible faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship. They may also serve as principal or co-principal investigators on grants or contracts administered by the university. Research faculty may serve on appropriate department and graduate supervisory committees, but may not serve as sole chairs of graduate supervisory committees. Research faculty who are hired on or supported by research grants or contracts are not guaranteed space, facilities, or services beyond those approved for currently active grants or contracts.*

*Generally, assistant research professors are appointed on one-year terms. Associate research and research professors may be appointed on one-year or multiple-year terms of up to three years, provided they possess the experience, expertise, or qualifications, established over a sustained period of time, that qualify them to advance the university’s research mission and to perform other duties the dean determines will enhance the goals of the assigned academic unit or program in a substantial way. Research faculty are not eligible for sabbatical leave.*

Hiring and promotion of research faculty involves a recommendation from the Director to the Dean, the Dean’s supportive recommendation to the Provost’s office, and final approval by the Provost.

**I. Hiring of Research Faculty**

A proposal to hire a Research faculty may be initiated by Principal Investigators seeking to fill a specific position on a funded grant(s), Directors of Research Centers, independent investigators seeking affiliation with the School, or by the faculty as a whole. When there is existing funding for the Research faculty position to be filled, the sponsoring grant will pay the costs of recruiting the prospective faculty member. Research faculty appointments, however initiated, will be made only after a competitive search that includes at least local advertising of the position. The process of recruitment and selection of candidates for Research faculty positions will be conducted by an Ad Hoc Committee appointed by the Director. If the position is on an existing grant, the PI of the grant will be asked to join the Committee for the duration of the recruitment process for

**SWK 510-01**

**Appointment of Research Faculty**

**Effective 12/4/2009**

**Revised 3/26/2010**

**Page 2 of 2**

this position. Candidates for Research faculty positions are expected to provide specific evidence of their research ability, including training, publications, and potential to generate research funding, at a level commensurate with the academic rank for which they are being considered. The committee, with the concurrence of the PI if the position is entirely funded by an existing grant, will invite the identified applicant(s) to visit the School, present a School-wide colloquium on his/her research, and participate in interviews with faculty members and others in the School community. Any person appointed to a faculty position designated as “research” shall not be tenured or tenure- eligible and shall have no expectation of continued employment beyond the end of the current appointment period. It is expected that research faculty will be supported by external funds. The research faculty member will be notified that the position is not funded from state appropriations and may terminate when funding is no longer available. However, the appointment may be renewed annually, conditional on satisfactory performance, the continued availability of funds, and the needs of ASU.

**II. Qualifications**

Research faculty are expected to hold a Ph.D. in social work or in a related field and to have the expertise relevant to the needs of the position. The position description should carefully delineate the kinds of research and the specific roles that the candidate is expected to fill in the position, including those related to the School of Social Work’s mission and goals.

**III. Nature of the Appointment**

Research faculty appointments are contingent on satisfactory performance, the availability of funding and the needs of ASU. In addition to generating and conducting research and publishing their research findings, Research faculty are expected to attend Faculty Council Meetings. It is expected that within the constraints of federal guidelines regarding funding, Research faculty shall work with Ph.D. students and serve on one School of Social Work committee. Research faculty may be involved in teaching but are not required to do so.

**SWK 510-02**

**Research Faculty Performance Evaluation**

**Effective 12/4/2009**

**Revised 3/26/2010**

**Page 1 of 1**

**PURPOSE:** To Define Criteria for Evaluating Performance of Research Faculty

**SOURCES:** School of Social Work Faculty

**POLICY:** Research Faculty Performance Evaluation

**I. Evaluation of Research Faculty**

All Research faculty shall participate in the School’s annual performance review process. The review will be conducted by the APE Committee and the Director according to the same policies that govern tenure track faculty (ACD 506-10). Consistent with ACD 505, research faculty may perform other duties the Director determines will enhance the goals of the assigned academic unit or program in a substantial way, such as serving on appropriate department and graduate supervisory committees and teaching in a limited capacity. The evaluation will be weighted by the percent effort in each of the categories of research, teaching, service and the specific roles and responsibilities of the research faculty member is to be taken into account. Outstanding research performance and external funding support are required for re-appointment. When hired by a Principal Investigator or Center Director, that person will provide the first level of evaluation to be submitted to the APE committee.

**SWK 510-03**

**Promotion of Research Faculty**

**Effective 12/4/2009**

**Revised 3/26/2010**

**Page 1 of 1**

**PURPOSE:** To Define Criteria for Promotion of Research Faculty

**SOURCES:** School of Social Work Faculty

**POLICY:** Promotion of Research Faculty

**I. Promotion of Research Faculty**

Research faculty will be considered for promotion to the ranks of Research Associate Professor or Research Professor using the same policies and procedures as those used for evaluating the research record for tenure-line faculty seeking promotion. If a Research Faculty engages in teaching formal classes, the teaching record will be evaluated using the same criteria as for tenure-line faculty with regard to the quality of teaching, but not the quantity of courses taught. The expectation for service is minimal and described in the preceding sections. Because the nature of research faculty duties and responsibilities may vary considerably depending on the particular project(s) for which the research faculty was hired, the quality of the performance in these areas will also be taken into account in promotion reviews.

**SWK 511**

**Promotion Criteria for Teaching Professors**

**Effective 5/21/2019**

# Promotion Criteria for Assistant Teaching Professors, Associate Teaching Professors and Full Teaching Professors

*Criteria approved by faculty May 7, 2019 at Faculty Council Meeting*

The School of Social Work recognizes the pedagogical and teaching contributions of non-tenured track faculty. These individuals are part of ASU's continuing effort to provide students with an outstanding academic experience that supports professional development and excellence in earning a Master's degree in Social Work. This document outlines performance expectations for promotion of Assistant Teaching Professor to the position of Associate Teaching Professor and Associate Teaching Professor to the position of Full Teaching Professor in the School of Social Work, Watts College of Public Service and Community Solutions. Persons appointed as Teaching Professors are career-track faculty members with responsibilities that may include teaching service responsibilities, supervising supplemental student learning, and services such as acting as Field Liaison, professional development, and/or administrative duties related to teaching while also being active members on department and College committees. Teaching Professors serve essential functions as part of our faculty, per university policy, they are not eligible for tenure or sabbatical leaves.

# General Eligibility Criteria:

At all levels, eligibility for promotion requires:

1. An MSW or terminal degree from a related field (Ph.D.) OR a master’s degree from a related field + at least 6 years of related experience (teaching and/or practitioner experience) demonstrating increasing levels of responsibility.
2. Continuous record of excellence in teaching, service and leadership evidenced by strong student evaluations,
3. Evidence of coursework development or improvement,
4. Evidence of service, which may include but are not limited to field, department and college committees, administrative duties, professional development (e.g. pedagogical workshops, trainings), evidence of commitment to student success through active mentorship and innovative learning experiences that prioritize access, inclusion, diversity, student retention, community engagement and excellence.

# Teaching Professor (Initial Appointment)

*According to ASU faculty definitions: Teaching Professor Faculty Appointments are "non-tenured, non-tenure-eligible faculty members who are qualified by training experience or education to direct or participate in university functions, including student internships, training, or practice components of degree programs."*

In the School of Social Work, appointment to the rank of Teaching Professor requires an MSW (or appropriate terminal degree). Such individuals will have a record demonstrating success in teaching and evidence of service to the school, university and/or community. The expectation of a Teaching Professor is to demonstrate professional growth and development with continuous improvement evidenced by increased refinement of teaching skills and classroom management.

Teaching Professors are expected to serve as voting members on academic committees and contribute continuous learning and improvement activities to both students and faculty while acting on those committees. Teaching Professors will be expected to engage students in course material and demonstrate efforts at promoting student success and retention.

# Promotion from Assistant Teaching Professor to Associate Teaching Professor

1. An individual seeking to apply for promotion from Assistant Teaching Professor to Associate Teaching Professor must be in the position for a minimum of five years at ASU.
2. Associate Teaching Professors demonstrate consistent and ongoing excellence in teaching as observed in a review of a series of indicators including but not limited to (a) student teaching evaluations,

(b) peer teaching evaluations, and (c) course syllabi and other material created by the applicant.

1. Associate Teaching Professors continue their responsibilities as outlined in their job description and employment contract of teaching and service responsibilities but in addition demonstrate significant intellectual contributions and expertise in subject matter that goes beyond teaching. For example, perform Lead duties on a course(s).
2. Associate Teaching Professors will continue to have responsibilities for teaching core courses and serving as voting members on academic committees while also expected to teach specialized courses and/ or to partake in activities that demonstrate expertise in a given area,

(Examples may be the creation of a certificate program in their area of expertise, such as development of curriculum for new courses or electives that highlight their expertise).

1. Associate Teaching Professors will continue their service responsibilities, but also demonstrate increased leadership roles within School, College, or University committees, or through administrative appointments.
2. Associate Teaching Professors will be expected to effectively engage students in course material and

demonstrate efforts at promoting student success and retention.

1. An Associate Teaching Professor can apply for promotion to Full Teaching Professor after being in the position of Associate Teaching Professor for a minimum of two years. If hired at the Associate level, then the Associate Teaching Professor would have to wait a minimum of five years to apply for promotion to Full Teaching Professor.

# Promotion from Associate Teaching Professor to Full Teaching Professor

1. An Associate Teaching Professor seeking promotion to the rank of Full Teaching Professor must be in their position for a minimum of two years at ASU, if having gone through promotion from Assistant to Associate Teaching Professor. If hired at the Associate level, then the Associate Teaching Professor would have to wait a minimum of five years to apply for promotion to Full Teaching Professor.
2. An Associate Teaching Professor seeking promotion to the rank of Full Teaching Professor, must demonstrate a record of continued and sustained excellence in teaching, as well as increased leadership roles in service activities since the last promotion.
3. In addition to responsibilities outlined for the rank of Associate Teaching Professor, candidates seeking promotion to the rank of Full Teaching Professor will demonstrate evidence of taking a leadership role in the department, or with community partnerships or pursue special projects (that do not include standard responsibilities) demonstrating significant leadership and contributions. For example, perform Lead duties on a course(s), Chair a department committee, demonstrate leadership and contribution in curriculum development, oversight of a certificate, participate in College or University level leadership (for example, serve on academic governance committees such as Faculty Senate, University Academic Council committee or act in the capacity of student organization advisor).
4. Full Teaching Professors continue their responsibilities as outlined in their job description and employment contract of teaching and service responsibilities but in addition demonstrate ongoing and sustained leadership by mentoring students and or other faculty, professional development (for example independent mentoring, independent study, or oversight of a scholarly activity) as well as sharing innovative practices freely with others in the department or College.

# Process Guide for Promotion:

1. Candidates requesting promotion should provide a packet that aligns with Faculty Promotion [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) (Review for Promotion: Fixed-Term Faculty) to the School of Social Work, Career-Track Personnel Committee Chair ~~(NTC)~~.
2. The candidate is responsible for providing requested information to the Career-Track Personnel Committee within the period established by the School, College, and University. Candidate should work with the Chair of the Career-Track Personnel Committee to identify what information the promotion application should contain and the format in which it should be submitted (i.e. promotion dossier should aligns with Faculty Promotion [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html) (Review for Promotion: Fixed-Term Faculty) and [Process Guide for Promotion of Fixed-Term Faculty](https://academicpersonnel.asu.edu/personnel-processes).
3. For the School of Social Work, the Career-Track Personnel Committee will review candidate’s dossier, and vote on the promotion. The vote and final recommendation are advisory to the

Director who will make the final decision.

# Promotion and Evaluation Procedures:

The purpose of the promotion review is to ascertain whether a Teaching Professor has met the criteria for promotion in the School of Social Work. The Career-Track Personnel Committee will review each candidate. The Chair of the Career-Track Personnel Committee will evaluate all relevant and required promotion material submitted by the candidate and by the unit. The Chair of the Career-Track Personnel Committee will send a letter to the Director of the School of Social Work, which includes a recommendation from the Committee for or against promotion. The Director will make the final decision and in accordance with Faculty Promotion [ACD 506-05](https://www.asu.edu/aad/manuals/acd/acd506-05.html), [Process](https://academicpersonnel.asu.edu/personnel-processes) Guide for Promotion of Fixed-Term Faculty and Academic Personnel Schedule policy, notify the candidate of the outcome.