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INTRODUCTION

The purpose of this document is to provide faculty, staff and students in the School of Social Work (SSW) at the University of Nevada, Reno (UNR) with a reference tool containing the guiding policies and procedures used by the School of Social Work. Please refer to the Nevada System of Higher Education (NSHE) System Code, the University of Nevada Bylaws, as well as Bachelor of Social Work (BSW) and Master of Social Work (MSW) student and field handbooks for further guidance regarding issues and procedures not covered in this document. Please note that the policies and procedures contained in this document are subject to internally initiated change, based on the needs of the unit and changes in policy and procedures that are implemented at other levels of the university and NSHE. There also may be exceptions to policies and procedures that are made on a case-by-case basis. These exceptions must be documented and processed for approval through the normal channels, including approval from the Director of Social Work, with notification to the Provost and Vice President for Academic Affairs, where appropriate. The School of Social Work Policies, Guidelines and Procedures Manual can be accessed online through the School of Social Work website http://www.unr.edu/social-work/. Copies of the printed version are on file in the School of Social Work office, Room 523 of the Ansari Business Building.

School of Social Work Mission Statement

Our mission is to prepare effective, ethical social work leaders and practitioners who—with a deep and abiding respect for cultural diversity and human strengths—challenge injustice and promote a more humane world through the development and delivery of evidenced-informed practices, policies, and programs. Our mission is achieved through education, research, and public service endeavors that reflect the unique mixture of urban, rural, and frontier characteristics of Nevada in the context of a globalized society.

BSW Program Mission

The mission of the BSW Program is to educate competent generalist social workers who challenge injustice and who are able to effectively and compassionately intervene at all system levels with diverse client groups.

MSW Program Mission

The mission of the MSW program is to prepare ethical, competent advanced generalist social work leaders who are able to practice reflectively and autonomously in complex environments across system levels with diverse client groups. The Advanced Generalist Practice (AGP) specialization prepares graduates to address questions, issues and problems across methods, systems, and fields of practice. As defined at the UNR School of Social Work, AGP is characterized by 1) leadership in innovative problem-solving and change; 2) autonomous practice, and 3) use of integrated, evidence-informed knowledge, values, and skills to address ambiguous, complex problems in an increasingly diverse and ever changing practice environment.
SECTION 1

ORGANIZATION OF THE SCHOOL
ORGANIZATION OF THE SCHOOL

As an academic unit of the University of Nevada, Reno, the School of Social Work reflects the structure and organization of the University, governance by the Board of Regents, and legal/legislative mandates of the Nevada State Legislature. The School of Social Work is located within the Division of Health Sciences and shares collegial relationships with other academic units and programs within the Division. The School's Director reports directly to the Vice President of the Division, who in turn, reports to the President of the University of Nevada, Reno.

Within this administrative structure, the School of Social Work has functional autonomy, and is responsible for its own affairs within the university's hierarchical structure. The School assumes full responsibility for both academic and executive administration, including, but not limited to: curriculum planning, development and implementation; budget preparation and control (once approved by the University administration); recruitment, selection, retention and deployment of support and academic staff (in accordance with policies of the University); establishment of goals and objectives to achieve the mission of the School; and public relations. These activities are achieved through an administrative structure which involves a Director and Program Coordinators for the undergraduate, graduate and field instruction programs. In addition, the faculty and staff serve on a number of ad hoc and standing committees.

The School of Social Work consists of the following: 1) the voting members of the School's faculty (henceforth referred to as the “faculty of the whole”); 2) letter of appointment faculty; 3) adjunct faculty; 4) support personnel which include, but are not limited to, classified staff; 5), graduate assistants; and 6) undergraduate and graduate social work students. Any organizational changes that occur within the School of Social Work must comply with Section 2.1.3 of the University of Nevada, Reno Bylaws:

1.1 THE DIRECTOR

The Director of the School of Social Work is appointed by the Vice President of the Division of Health Sciences, following recommendation by the faculty of the whole and approval of the President of the University of Nevada, Reno. The Director is chosen through either a) a formal search process initiated by the Vice President of Health Sciences; or b) a nomination process within the School with a recommendation for Director submitted to the Vice President of Health Sciences after a majority vote in favor of the nominee by the faculty of the whole. The term of office for the Director is four years. The Director may be reappointed for additional terms, based on the recommendation of the faculty of the whole and approval by the Vice President of the Division of Health Sciences and the President of the University of Nevada, Reno. The faculty of the whole may introduce a motion of “no confidence” in the Director. If such a motion is carried by two-thirds vote of the faculty of the whole, the resulting vote will be forwarded to the Vice President of the Division of Health Sciences.

1.1.1 Responsibilities of the Director

The Director provides academic and administrative leadership for the School of Social Work including, but not limited to convening and chairing the School Meeting, developing and managing the budget, coordinating faculty development, maintaining Division and
University relations, representing the School of Social Work with the Council on Social Work Education and other social work professional organizations, and initiating processes for faculty evaluation, including promotion and tenure, that are consistent with University of Nevada, Reno Bylaws, Sections 3.3.1-3.4.12:

1.1.2 Other Administrative Responsibilities

Any additional administrative responsibilities that the Director of the School of Social Work is asked to assume must be authorized by the Vice President of the Division of Health Sciences and the President of the University of Nevada, Reno.

1.2 SCHOOL OF SOCIAL WORK FACULTY

The second level of governance is the School of Social Work “Faculty of the Whole.” The faculty of the whole provides input to the School of Social Work Director. The faculty of the whole constitutes the voting faculty of the School of Social Work. All academic and administrative faculty members assigned at least 0.5 FTE in the School of Social Work are considered part of the faculty of the whole. The School of Social Work Director may approve exceptions to this rule.

1.2.1 Rights and Responsibilities of the Faculty

Faculty rights and responsibilities are described in chapter 3 of the University Bylaws. http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf. Additional responsibilities of the School of Social Work include, but are not limited to:

- Attend faculty meetings
- Attend at least one undergraduate commencement every year
- Attend graduate commencements when the faculty member has an advisee graduating
- Contribute to fulfilling the School’s teaching mission at the undergraduate and graduate levels
- Develop, in consultation with the Director, a role statement for each calendar year identifying the effort to be devoted to teaching, research and service—consistent with the mission and needs of the School. The role statement is signed by the faculty member and the Director and becomes part of the faculty member’s personnel file. Role statements may be amended during the year by mutual agreement of the faculty member and the Director.
- At the end of each calendar year, submit to the Director an annual report providing a full and accurate summary of the year’s accomplishments for the purposes of annual evaluation. This report draws upon data the faculty member has entered into Digital Measures and is entitled: “Annual Evaluation and Merit Review Form.” This report becomes part of the faculty member’s personnel file.

1.3 SCHOOL COMMITTEES

The School of Social Work’s standing and ad hoc committees have delegated authority of the Director and the faculty of the whole and are responsible for pursuing their
individual charge(s). All committees serve in advisory capacity to the Director and the faculty of the whole. Committee service should be equitably and fairly distributed across the faculty of the whole. Committee chairs report regularly on committee recommendations to the Director, the faculty of the whole and, when appropriate, at the School Meeting. Chairs also request votes on committee business when needed. Current standing committees are listed below. The School establishes additional standing and ad hoc committees, as they are needed.

1.3.1 Awards Committee

Members include the BSW Program Coordinator, the MSW Program Coordinator, the Field Education Program Coordinator, and the Director who serves as chair. The purpose of the committee is to select student recipients of social work scholarships, graduate assistantships, and other awards. This committee is also responsible for responding to Division, University, and community requests for social work student nominations for special recognition or other awards.

1.3.2 Curriculum Committee

Members include all faculty members of the School of Social Work, with individual faculty serving on different sequence (e.g., research, practice, policy) and program (i.e., BSW, MSW, Field) subcommittees. The faculty of the whole is responsible for determining the organization, sequencing, and master syllabi objectives of all social work core and elective courses.

1.3.3 Field Committee

Members include the Field Education Program Coordinator as Chair, 1 BSW faculty, 2 MSW faculty, 2 field instructors, and 2 student representatives (1 from the BSW program and 1 from the MSW program). Members are appointed by the Field Education Program Coordinator in consultation with the Director.

1.3.4 Admissions Committee

Members include the faculty of the whole, with 2 co-chairs: the BSW Program Coordinator and the MSW Program Coordinator. The committee co-chairs are responsible for student recruitment, and for managing the admissions process, including implementing admissions decisions made by the faculty. The faculty of the whole is responsible for screening applicants, interviewing candidates and making recommendations for admission to the program.

1.3.5 Research Committee

Members include the Director, as chair, and 2-4 members of the faculty. The committee is responsible for strengthening the culture/practice of research and scholarship within the School through a) leading discussions among faculty, students, and community members regarding short and long-term research and scholarship goals; b) encouraging the development of institutional support for Social Work research and scholarship within the School, Division, and University; and c) organizing and promoting forums in which faculty and student scholarly work is featured.
1.3.6 Retention, Tenure and Promotion Committee

Members include up to 4 tenured faculty of the School of Social Work appointed by the Director, in consultation with the faculty of the whole. The chair of the committee is appointed by the Director. The committee is responsible for designing and recommending for faculty approval the standards, policies, and procedures related to retention, tenure and promotion. Using these standards the committee conducts a peer review of scholarship, teaching, and/or other assigned duties and makes recommendations to the Director for the purpose of annual evaluation, tenure, and/or promotion. The committee also conducts an annual evaluation of the Field Education Program Coordinator and the Director of the School. The term of office for committee members is for three years, on a staggered term basis.

1.3.7 Diversity (Curriculum Sequence) Committee

The School of Social Work is deeply committed to establishing a rich, culturally diverse learning environment where respect for all persons and understanding of diversity and difference are practiced. The Diversity Committee provides leadership in infusing diversity content throughout the curricula and identifying activities, protocols and initiatives that support a learning context—where issues of diversity and difference are openly and authentically addressed. Members include a chair, at least two other members of the faculty appointed by the Director, at least one undergraduate and graduate student, and other university or community representatives as appropriate. The term of office for committee members is for three years, on a staggered term basis.

1.3.8 Community Response Team

Members include a chair and at least two other members of the faculty who are appointed by the Director. The purpose of the Community Response Team is to triage requests for research, evaluation, information, and technical assistance from community agency representatives, graduates, legislators, and media personnel. Requests are submitted to the chair of the committee, who convenes committee members—and any other faculty members with information and skills related to the referral—to review and develop a response to the request. The goal of the Community Response Team is to support university-community collaborations at all levels of practice. The term of office for committee members is for three years, on a staggered term basis.

1.3.9 Program Evaluation Committee

The Program Evaluation Committee consists of the Director, the BSW Program Coordinator, the MSW Program Coordinator, the Field Education Program Coordinator, one faculty member, and one student. The committee is responsible for the systematic design, coordination, and implementation of the School’s assessment plan. Additionally, the committee is responsible for designing and implementing the dissemination plan, which includes reporting findings to key stakeholders and facilitating the feedback loop for program development and improvement. The responsibilities of the committee include, but are not limited to:

- Planning, coordinating, and implementing all aspects of the school’s assessment plan;
- Evaluation management (i.e. protocols, procedures, etc.);
- Compilation of evaluation findings with associated recommendations;
- Development and implementation of data dissemination plan.
1.4 PROGRAM COORDINATORS

The Program Coordinators (Field Education, BSW and MSW) are responsible for the planning, development, organization, evaluation, and coordination of the various components of the field education, undergraduate and graduate programs.

1.4.1 Field Education Program Coordinator.

The Field Education Program Coordinator is employed in a 12-month administrative faculty position as defined in Section 2.3.2 of the UNR Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf.

The Field Education Program Coordinator, in collaboration with the coordinators of the BSW and MSW programs, is responsible for providing leadership to the faculty primarily assigned to each program, identifying curriculum issues, and managing the accreditation process. The Coordinator also is responsible for providing leadership in 1) integrating field curriculum into the BSW and MSW programs; 2) recruitment, selection, and training of community field instructors; and 3) placement of BSW and MSW students in field sites. The Field Education Program Coordinator is responsible for Field Site-School contract negotiations; building strong, positive relationships between SSW and professional social workers and community agencies; database maintenance; and representing the SSW in all matters pertaining to field education. The Coordinator also is responsible for serving on graduate comprehensive examination committees, assisting with recruitment and admissions of undergraduate and graduate students, and recruiting/mentoring faculty liaison/field seminar leaders. The person holding this position reports directly to the Director of the School of Social Work.

1.4.2 BSW and MSW Program Coordinators.

The BSW and MSW Program Coordinators are appointed by the Director, in consultation with the faculty of the whole and in accordance with the Council on Social Work Education’s (CSWE) leadership and experience criteria. The term of office for the MSW and BSW Program Coordinators is three years. Program Coordinators may be reappointed for additional terms by the Director, in consultation with the faculty. In line with CSWE standards, a minimum of 50% the BSW and MSW Program Coordinators’ assigned time (i.e., role statement) is required to carry out the administrative functions of their respective programs. Whenever possible, the Coordinator should be a tenured associate or full professor. An appointment to the position of BSW or MSW Program Coordinator may be terminated by a two-thirds vote of the faculty of the whole. Such action will not affect the Program Coordinator's academic appointment.

1.5 STUDENT AND ALUMNI ORGANIZATIONS

The School values ongoing engagement with students and alumni. Formal student and alumni organizations may be created to foster dialog with both groups and to seek their input regarding the School’s mission, goals, programs and performance.

1.5.1 Advisory Function

Students and alumni from the undergraduate and graduate social work programs form their
own organization(s). Any proposed actions taken by these groups that are related to School of Social Work policies or procedures, are advisory to the members of the School Meeting.

1.5.2 Representation

Each student or alumni organization shall have one (1) representative to the School Meeting with full voting rights.

1.5.3 Fact Finding and Appellate Structures

The School Meeting establishes appropriate fact-finding and appeal mechanisms for students regarding course grades, remediation, and termination from the program, in accordance with University policy. The establishment of such mechanisms does not impair the student's right to employ related Division or University appeal processes.

1.5.4 Student grievance policies and procedures

Details are contained in the Social Work Student Handbooks (e.g., BSW, MSW, Field).

1.6 COMMUNITY ADVISORY COUNCIL

1.6.1 Purpose

An Advisory Council may be created to advise the Director and the faculty regarding the mission, goals, objectives, programs, and performance of the School and to serve as the School’s advocates and supporters.

1.6.2 Membership

The Community Advisory Council consists of up to twelve professional and community representatives selected by the Director, in consultation with the faculty of the whole. Members should represent the School’s various constituencies including, but not limited to, social service networks, fields of social work practice, community stakeholders, and alumni.

1.6.3 Term of Office

Members of the Community Advisory Council are appointed to a staggered three-year term, with the option of reappointment by the Director.

1.7 SCHOOL MEETINGS

The School Meeting serves as the policy-making body for the School of Social Work and as the recommending body on policy matters that are determined at administrative levels above the School. Minority reports may be submitted to decision makers by members of the School Meeting.
1.7.1 Participation in School Meetings

1.7.1.1 Faculty

All School of Social Work Faculty members with appointments of 0.5 FTE or above are expected to participate in the School Meetings.

1.7.1.2 Staff

One representative of the classified staff of the School of Social Work, selected by the classified staff, is eligible to participate as a voting member of the School Meetings. This member will have a one-year term of service.

1.7.1.3 Field Instructors

One representative of the field instruction faculty, selected by the Field Education Program Coordinator, in consultation with the Field Committee, is eligible to participate as a voting member of the School Meetings. This member will have a one-year term of service.

1.7.1.4 Undergraduate Students

One undergraduate student representative, elected by the Undergraduate Student Social Work Association (USSWA), is eligible to participate as a voting member of the School Meetings. This member will have a one-year term of service.

1.7.1.5 Graduate Students

One graduate student from the Master of Social Work Program, elected by the Graduate Student Social Work Association (GSSWA), is eligible to participate as a voting member of the School Meetings. This member will have a one-year term of service.

1.7.1.6 Phi Alpha Student Representative

One student representative, elected by the membership of the Phi Alpha Lambda Beta Chapter, is eligible to participate as a voting member of the School Meetings. This member will have a one-year term of service.

1.7.1.7 Proxies and Alternates

A voting members who are absent from a School Meeting may designate a proxy. In such instances, the absent member shall inform the Director by telephone or in writing of the proxy's participation prior to the meeting. The method of selecting an alternate member shall be determined by the group from which the alternate is being selected.

1.7.2 Organization of School Meetings

The Director schedules a minimum of three School Meetings each semester. A non-scheduled School Meeting may be convened at the request of a majority of the members of the School Meeting. A quorum consists of 50% plus one of all School Meeting members.
School Meetings, except for executive sessions, are open. Non-members of the School Meeting may be invited by School Meeting members to participate in discussions. Executive sessions are limited to the faculty of the whole. Executive sessions are called to consider personnel matters or the assessment of an individual student's progress. Members of the School Meeting may determine their own procedures, as long as they are consistent with School policy and UNR Bylaws. Procedural matters not specifically provided for in the Social Work Policy Manual or UNR Bylaws will be handled in accordance with Roberts Rules of Order.

1.8 SOCIAL WORK FACULTY

The Social Work voting faculty includes all academic and administrative professional with an appointment within the School of 0.5 FTE or greater. Letter of Appointment Faculty (LOA) typically have appointments less than 0.5 FTE. Adjunct faculty consist of those faculty qualified to provide service and advice to the School of Social Work on a volunteer basis. Adjunct faculty members are appointed through the normal university appointment procedures for adjunct faculty upon recommendation of the Director of the School.

1.8.1 Faculty Rights

School of Social Work faculty and graduate assistants have all of the rights and privileges described in Sections 3.1.1-3.1.6 of the University of Nevada, Reno Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf.
SECTION 2

SEARCH PROCEDURES
Search Procedures

2.1 FACULTY SEARCH

The Director of the School of Social Work is responsible for organizing a Search Committee for each faculty search. The Committee consists of a search chair, along with two to three additional faculty members, appointed by the Director, in consultation with the faculty of the whole. In addition, the Director appoints a Search Coordinator, from among the School’s administrative assistant (AA) staff. The committee also includes at least one student representative from the program (i.e., BSW or MSW) in which the vacancy exists who is appointed by the Director in consultation with faculty of the whole. The selected student has all the rights, privileges, obligations, and constraints of full membership on the Search Committee, including the commitment to maintain strict confidentiality. The Director may also appoint an additional two to three members to the Search Committee from adjunct faculty, faculty in other units on campus, or community representatives. The Director consults with the faculty of the whole prior to making the final recommendation for all faculty appointments.

2.2 DIRECTOR SEARCH

The Vice President (VP) of the Division of Health Sciences (DHS) appoints a search committee when the Director position becomes vacant. The committee consists of at least five (5) members, chaired by a faculty member who is approved by the VP, DHS. The majority of the members on the committee are appointed from the faculty in the School of Social Work, and at least one (1) member is appointed from outside the Nevada System of Higher Education.

2.3 GRADUATE ASSISTANTS

The recruitment and selection of graduate assistants is the responsibility of the SSW Awards Committee.
SECTION 3

PROCESSES INVOLVED IN THE EVALUATION OF THE FACULTY,
THE FIELD EDUCATION PROGRAM COORDINATOR
AND THE DIRECTOR
This section of the policy manual provides guidelines, standards, and procedures for evaluating the performance of the faculty, Field Education Program Coordinator, and Director of the School of Social Work for the purposes of annual evaluation, promotion and, where appropriate, tenure.

3.1 PROFESSIONAL RESPONSIBILITIES

Responsibilities of the School of Social Work faculty are defined in section 1.2.1 above and the University of Nevada, Reno Bylaws Section 3.3.1:

All University faculty members are expected to fulfill their responsibilities in the areas of teaching, advisement, scholarship, service, and other professional assignments as delineated in their annual Role/Goal Statement. Participation in the School’s shared administrative duties and committee assignments is expected. In addition, faculty members are expected to maintain currency, depth, and breadth of knowledge in their areas of expertise. Faculty members are expected to represent the professions’ and School’s missions and values within the University, the community, and beyond.

3.2 PEER EVALUATION

The Retention, Tenure and Promotion (RTP) Committee is responsible for designing, and recommending for faculty approval, any proposed changes in the standards, policies, and procedures related to retention, tenure and promotion. Using the approved standards, the committee conducts a peer review of scholarship, teaching, and/or other assigned duties and provides a recommendation to the Director for the purpose of annual evaluation, tenure, and/or promotion. The committee also conducts an annual evaluation of the Field Education Program Coordinator and provides input into the annual evaluation of the Director of the School.

The RTP committee consists of at least 4 tenured faculty members from the School of Social Work, appointed by the Director in consultation with the faculty. Each committee member serves for three years on a staggered term (see section 1.3.6 above).

3.2.1 Annual Evaluation

Every member of the faculty, including the Field Education Program Coordinator and the Director, is evaluated at the end of each calendar year. The evaluations are based on the School’s Workload Policy (Attachment B) and the faculty member’s individualized Role Statement—which is developed by the faculty member in consultation with the Director of the School and approved by the Vice President of the Division of Health Sciences. The purpose of a role statement is to outline how much effort is put toward meeting the strategic mission of the School in teaching and research and potential service for the coming year. A good role statement is a reasonably reliable snapshot of the contribution the faculty member expects to make to the School, the Division, and the University over the next twelve months. While the role statement stands as a cooperative agreement between the faculty member and the Director, it also helps ensure faculty will be evaluated according to their own unique
skills and interests. Because the role statement is unique to the faculty member, it can encourage individual growth and progress. Because the role statement can change from year to year, it allows flexibility in scheduling, shifts in direction, and revised percentages of time given to teaching, research and service. The faculty member, Director and Vice President sign the role statement to indicate that all are in agreement.

Each faculty member completes Part I of UNR’s annual evaluation/merit review form (academic faculty please see Attachment B; administrative faculty please see Attachment C) using UNR’s online Digital Measures program (Attachment D). Criteria and examples of supporting data used to evaluate teaching, service and scholarship for academic faculty can be found in Section 4 of this document, as well as the “Academic Faculty Evaluation Tool Kit” which is located at: http://www.unr.edu/Documents/administration-finance/hr/hr-faculty-eval/AcademicFacultyEvaluationTOOLKIT.pdf.

The guidelines for evaluating the Field Education Program Coordinator are found in Section 5, below. Guidelines for evaluating the administrative portion of the Director’s performance are discussed in Section 6, below.

With guidance from the RTP Committee Chair, the SSW faculty establishes deadlines for the submission of the annual evaluation packet and supporting materials. Each packet must be complete and available for peer review by the designated deadline. If the deadlines, as monitored by the School’s Director, are not met by a given faculty member, then the peer review recommendation is rated unsatisfactory.

The School of Social Work Retention, Tenure, and Promotion Committee (RTP) conducts an annual peer review of each faculty member. The committee’s evaluation is advisory to the Director, who considers this data in completing his/her segment of the evaluation, which is then forwarded to the VP, DHS. If a faculty member disagrees with any part of the annual evaluation, he or she may submit a written statement which is attached to the written evaluation. The faculty member is entitled to file a grievance as outlined in Section 3.2 of the University of Nevada, Reno Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf.

### 3.2.2 Evaluation for Tenure

The justification, eligibility, probationary period, granting of tenure, notice of tenure, termination of tenure, financial or curricular reasons for terminations, expiration of tenure, tenured faculty in administrative positions, relinquishment of tenure on transfer and annual performance evaluation of tenured faculty used by the School of Social Work are found in Section 3.4 of the University of Nevada, Reno Bylaws. The procedures for non-reappointment, dismissal, and termination for financial exigency or curricular reasons, including the appeals process involved, are found in Section 3.5 of the University of Nevada, Reno Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf.

In accordance with the University of Nevada, Reno Bylaws, Section 3.4.3, http://www.unr.edu/facultysenate/bylaws/index.html, a probationary member of the academic faculty may be recommended for tenure by his or her School in any year during the probationary period. According to the Nevada System of Higher Education (NSHE) code, http://www.unr.edu/facultysenate/govdocs/BOR_title2.html, an assistant professor must be evaluated in writing by the academic unit and VP, DHS regarding
progress toward tenure no later than the end of the third full academic year in rank, and annually thereafter. The best practice is to provide annual reviews of progress toward tenure beginning in their first year.

Tenure evaluations in the School of Social Work are conducted in accordance with the University of Nevada Bylaws (http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf) and the Policies, Guidelines, and Procedures for Evaluation of Faculty, Field Education Program Coordinator, and Director. The Director works closely with each faculty member to ensure compliance with the policies, criteria and procedures relevant to tenure. Excellent performance in research or teaching responsibilities is a requirement for tenure.

If there is a positive recommendation for tenure by both the RPT Committee and the Director of the School of Social Work, the Director forwards the Tenure Application to the Vice President of the Division of Health Sciences.

3.2.3 Evaluation for Promotion

In accordance with the University of Nevada, Reno Bylaws Section 3.3.2: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf, a member of the academic faculty may be considered for promotion in any year. The Director works closely with each faculty member to ensure compliance with University and unit policies, criteria and procedures relevant to promotion. Positive recommendations for promotion from the RTP Committee and the Director of the School of Social Work are forwarded to the Vice President of the Division of Health Sciences. If a faculty member disagrees with any part of the promotion evaluation, he or she may submit a written statement which is attached to the written evaluation. The faculty member is entitled to file a grievance as outlined in Part 3, Chapter II of the University of Nevada, Reno Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf.

3.3 MERIT

In accordance with Section 3.3.4 of the University of Nevada, Reno Bylaws (http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf), all members of the academic faculty are to be evaluated and formally ranked for merit, annually, whether or not there is funding for merit.

3.4 REAPPOINTMENT

A probationary member of the faculty is evaluated and formally considered for reappointment each year. The probationary faculty must achieve an overall rating of satisfactory on the annual evaluation to be considered eligible for reappointment.

3.5 PERSONNEL RECOMMENDATIONS

All personnel recommendations involving tenure, promotion, annual review and/or merit which
may result in salary increases are made on the basis of the person's professional performance in meeting assigned responsibilities.

The Director of the School of Social Work informs each faculty member of the final annual, merit, promotion and/or tenure recommendation(s). If the faculty member disagrees with the recommendation(s), he or she may ask for reconsideration through regular administrative channels as specified in the University of Nevada System Code, Sections 5.2.4, 5.12.13, 5.16 and the University of Nevada, Reno Bylaws, Section 3.3.3: [http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf](http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf).

All evaluations must be in writing, with copies provided for the faculty member's personal and personnel files. The purpose of all evaluation processes is to inform the faculty member of his or her observed strengths, to initiate correction of any observed weaknesses, and to provide an opportunity for a mutual discussion of the evaluation.
SECTION 4

Criteria Used for the Evaluation of Academic Faculty
CRITERIA USED FOR THE EVALUATION OF ACADEMIC FACULTY

4.1 TEACHING

For social work educators, professional education incorporates classroom, field based, and outreach teaching as well as professional advisement and accreditation-based curriculum development. In accordance with accreditation guidelines, collaboration in these activities is valued as extremely important to the success of the social work educator.

4.1.1 Teaching Performance

Classroom-Related Evaluation Criteria
1. Range and scope of teaching activities
2. Consistency of course content with Faculty-approved course objectives
3. Coherence of course organization (e.g., conceptualization, sequencing)
4. Appropriateness of course content, teaching methods, and assignments to course objectives and to social work practice
5. Originality
6. Intellectual rigor
7. Selection and citation of relevant literature with attention to mandated content areas as related to CSWE criteria
8. Establishment of a learning climate that maximizes student learning
9. Flexibility in teaching and adaptation of content to diverse learning styles and needs

Types of evidence Used
- Annual goals
- Statement of teaching philosophy
- Self-evaluation of teaching goals
- Student evaluations (see Attachment D)
- Peer and/or non-social work colleague evaluations (see Attachment C)
- Teaching awards
- Measures of student competence
- Course outline syllabus
- Other information related to teaching effectiveness and adoption of content to diverse learning styles and needs
- Specialized teaching materials
- Teaching innovations, strategies, methods, and assignments that are described or referenced in documents provided

Field Liaison-Related Evaluation Criteria
1. Availability to students and agencies
2. Clarity of information provided to students and agencies on curricular policies
3. Promotion of professional practicum objectives through agency development activities
4. Effectiveness of relations with agencies and field supervisors
5. Thoroughness in monitoring of students’ academic and field progress
4.1.2 Development of Courses, Teaching Materials, and Techniques

Evaluation Criteria
1. Originality
2. Potential contribution to School priorities
3. Generalizability
4. Elicitation of student interest and learning
5. Difficulty of the developmental task

Types of Evidence Used
- Course syllabi
- Course objectives
- Course outlines
- Field seminar format
- Bibliographies
- Professional workshop attendance
- Evidence of the use of technology in the classroom

4.1.3 Collaboration in Curriculum Development and CSWE Accreditation Process

Evaluation Criteria
1. Contribution to course and/or field curriculum development
2. Contribution to overall program development and change

Types of Evidence Used
- Curriculum sequence subcommittee service
- Participation in collaboration development of course material
- Program planning and development

4.1.4 Collaboration in Teaching

Evaluation Criteria
1. Development and maintenance of collaborative teaching ventures
2. Sharing of ideas and teaching materials with other faculty
3. Relevance of collaborative ventures to school priorities
4. Originality of course/content development
5. Interdisciplinary collaborations
6. Incorporation of agency and community relationships into the classroom
Types of Evidence Used
- Descriptions of collaborative teaching activities, their originality and their relevance to School priorities
- Any written products such as proposals, course outlines and materials used in classroom assignments/activities
- Professional presentations or publications related to teaching collaborations and innovations.

4.1.5 Student Advisement

Evaluation Criteria
1. Knowledge of the BSW and MSW programs of study
2. Accessibility and availability to students
3. Accuracy in advisement
4. Openness to advising students beyond assigned advisees
5. Fostering personal and professional growth in students

Types of Evidence Used
- Attendance at advisement training workshops
- Letters of reference for students
- Referrals to student support services
- Student contact sheets
- Letters or calls to students to set up appointments for advisement

4.2 SCHOLARSHIP

Scholarly contributions of Social Work faculty include basic and translational research, conceptual writing, the application of technology, practice projects, or other creative activities—which lead to the development and dissemination of knowledge.

4.2.1 Evaluation Criteria
1. The generation and dissemination of new social work knowledge, based on qualitative or quantitative data.
2. Analysis or synthesis of new or existing knowledge to enhance understanding of a social work-related phenomenon.
3. Application of knowledge to a practical problem to enhance understanding and/or lead to a solution.
4. Innovative use of technology to solve a problem or create new opportunities.
5. Creative projects which enhance understanding of a social work phenomenon or problem.
6. Originality of the work
7. Actual or likely impact of the work
8. Difficulty or complexity of the work
9. Thoroughness of the analysis/presentation
10. Scope and depth of the material covered
11. Clarity of expression
Types of Evidence Used

Refereed Publications
- Published article or book review in a refereed journal
- Published book
- Published book chapter
- Published review of faculty member's book or article
- Online publication of any of the above
- Requests for publication reprints
- Citations
- Invitation to submit an article or book chapter
- Requests to use published materials in new studies

Non-refereed Publications
- Published article in a non-refereed journal
- Online publication of an article, book review or book chapter
- Technical report
- Monograph
- Published abstract or conference proceedings

Presentations
- Refereed presentation at state, regional, national, or international conference or meeting (including poster session)
- Invited presentation at state, regional, national, or international conference or meeting (including poster session)
- Plenary/keynote address at state, regional, national, or international conference or meeting
- Presentation at local conference or meeting
- Workshop presentation
- Visiting professorship
- Invited lecture, seminar, scholar-in-residence
- Requests for copies of conference presentation
- Evaluations of conference/workshop presentation

Creative Projects
- Video production
- Development of other audio/visual materials for public education
- Development of computer software or new technologies
- Development of innovative practice models
- Development of grant proposal
- Successful funding of research and/or program grants

Other Scholarly Output
- Service as a tenure reviewer
- Service in key role on local, state, or national conference committees
- Providing testimony at state or national legislative hearings
- Editorship of journal
- Editorship of book
- Organizing institutes, symposia and workshops at local, state, or national levels
- Exhibitions (individual or group)
• Awards for scholarship or creative activity
• Peer review of an innovative practice model

4.3 SERVICE

Professional service contributions of social work faculty include activities at the community, state, and national levels that are based on the leadership, expertise and contributions of the faculty member. The service responsibilities of a social work educator extend beyond participation in governance, curriculum, and other committee work at the School, Division, and University levels, and lay the foundation for outreach teaching and scholarship.

4.3.1 Evaluation Criteria

1. Volunteer work in community-sponsored research, service delivery, and practice interventions
2. Participation as leader in social welfare activities
3. Membership in professional organizations and activities
4. Leadership in professional organizations and activities
5. Participation in School, College, and University activities

Types of Evidence
• Volunteer activities at the local, state, national and international arenas
• Service on governmental advisory panels such as the Child Welfare League, National Association of Social Workers, Association for the Advancement of Social Work with Groups, American Public Welfare Association
• Board membership
• Reviewer for textbooks, journal articles, and other academic resources
• Chairing and/or being a member of School, College and University committees
SECTION 5

Criteria Used for Evaluation of the Coordinator of the Field Education Program
CRITERIA USED FOR EVALUATION OF THE FIELD EDUCATION PROGRAM COORDINATOR

Retention, Promotion, and Tenure Committee members evaluate the Field Education Program Coordinator’s performance in the following areas of responsibility, in the context of the Coordinator’s role statement and goals. In accordance with CSWE standards, at least 75% (e.g., 25% for BSW program and 50% for MSW program) of the Field Education Program Coordinator’s assigned time is allocated to the educational and administrative leadership functions of the field program.

5.1 Field Education Program Administration

1. Contact, recruit, and negotiate with agencies for Agency-School contracts
2. Recruit and train field instructors
3. Retain agencies and field instructors
4. Coordinate placement of BSW and MSW students in appropriate community-based field training sites
5. Coordinate faculty liaison/seminar leader meetings
6. Solve problems with students, field instructors and faculty liaison/seminar leaders
7. Maintain up-to-date database on field placements
8. Maintain field portion of the SSW’s website
9. Provide leadership in evaluating all components of the field education program

5.2 Teaching, Curriculum Development and Educational Components

1. Chair field sequence curriculum meetings
2. Maintain and revise graduate and undergraduate field manuals
3. Train field instructors in the curriculum design
4. Train and mentor faculty liaisons in field seminar structure and curriculum
5. Participate in the development of the curriculum of BSW and MSW programs
6. Provide academic leadership in field education issues
7. Serve on MSW integrative project committees
8. Teach undergraduate or graduate field seminars and/or other courses as appropriate

5.3 School and Professional/Community Service

1. Provide leadership to social work professional organizations
2. Provide leadership and build partnerships with social work practice communities
3. Provide student advisement
4. Chair program evaluation committee
5. Serve on other School and/or Division committees as appropriate
SECTION 6

Criteria Used for the Evaluation of the Director
Criteria Used for the Evaluation of the Director of the School of Social Work

The Social Work faculty evaluates the teaching, scholarship and service performance of the Director, with guidance from the Retention, Promotion, and Tenure Committee, and input from SSW support staff. Evaluation of the Director also is guided by Section 3.3.2 of the University of Nevada, Reno Bylaws: http://www.unr.edu/facultysenate/bylaws/UNR%20Bylaws/unr-bylaws-10-11-2012.pdf. The workload policy, role statement, annual goals, and UNR evaluation forms are used to help assess the three areas of academic performance. The following administrative responsibilities of the Director also are evaluated as part of the process.

6.1 Academic Leadership
1. Manage MSW and BSW accreditation processes
2. Oversight of curriculum

6.2 Administrative Leadership
1. Function as “chair” of unit (e.g., cover scheduling, annual evaluations)
2. Supervise support staff

6.3 Budget
1. Maintain School, Division, and University guidelines for budget implementation
2. Negotiate state agency contracts for service

6.4 Faculty Development
1. Recruit, direct the hiring of, and orient new faculty
2. Review drafts of faculty papers
3. Assist in the development of annual faculty goals and research agendas
4. Provide feedback on teaching

6.5 Maintain Division and University Relations
1. Attend DHS Dean and Directors Meetings
2. Maintain relationship with DHS Vice President
3. Work with School of Social Work Advisory Council

6.6 Represent School with CSWE and Other Organizations
1. Attend meetings of the National Association of Deans and Directors of Schools of Social Work (NADD)
2. Represent School with Nevada-National Association of Social Workers (NASW)
3. Represent School with CSWE
4. Represent School with community organizations and groups
ATTACHMENT A

School of Social Work Workload Policy
SCHOOL OF SOCIAL WORK WORKLOAD ASSIGNMENTS

Faculty assignments cover teaching, scholarship, service and, in some cases, administration. Outreach may include teaching, scholarship or service activities. What distinguishes outreach is the audience, as well as where the activities take place. The typical teaching load in the School of Social Work is two (2) courses one semester and three (3) the other semester per academic year; plus significant involvement on MSW thesis and/or Integrative Project Committees. While a faculty member may be primarily assigned to either the BSW or MSW program, all faculty are expected to teach across programs. Advising assignments in the School of Social Work are based on the number of students in the MSW and BSW programs (divided equally among available faculty advisors—including the Director of the School and the Field Education Program Coordinator).

Teaching and Advising

- **Classroom Teaching:**
  Average: 40% effort
  (Typically involves teaching 2 content courses per semester plus 1 field seminar spread over 2 semesters, extensive master’s thesis/integrative project involvement, and serving as advisor for 8-10 MSW students and up to 30 BSW students)

Creative and Scholarly Activities

- **Research, Publication, Scholarly Production:**
  Average: 40% effort

Service

- **School, Division, and University:**
  Average: 10% effort
- **Community Service Obligations:**
  Average: 10% effort
ATTACHMENT B

Annual Evaluation/Merit Review Form
University of Nevada, Reno  
Academic Faculty  
Annual Evaluation & Merit Review Form  
January 1,    through December 31,    

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Employee I.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Rank:</td>
<td>Date of Current Rank:</td>
</tr>
<tr>
<td>College:</td>
<td>Department:</td>
</tr>
</tbody>
</table>

Preliminary Evaluation Rating *(Subject to Approval of Hiring Authority)*

- [ ] Excellent
- [ ] Commendable
- [ ] Satisfactory
- [ ] Unsatisfactory

EMPLOYEE:

I have read this evaluation.

_______________________________  ________________________________  ________________________
Evaluator Signature  Title  Date

Level 1 Approval: _________________________ Date: _________________________
Level 2 Approval: _________________________ Date: _________________________

If the faculty member disagrees with the annual evaluation rating, he or she may submit a written rejoinder *(Section 5.16 of the Code)* and/or may initiate a reconsideration and/or grievance through regular administrative channels as specified in the Bylaws.

Required Signatures:

Evaluator Signature  Title  Date

Final Evaluation and Merit Level to be Completed by the Dean/VP

- Excellent  [ ] Merit Level 4
  [ ] Merit Level 3
- Commendable  [ ] Merit Level 2
  [ ] Merit Level 1
- Satisfactory  [ ] Merit Level 0
- Unsatisfactory  [ ] Merit Level 0

_______________________________  ________________________
Dean / VP Approval Signature  Date

A copy of this evaluation will be returned to the faculty member after the final merit level is determined.
The following is to be completed by the academic faculty member:

**Abstract** (summary of creative activity, teaching and service):

A. **Teaching** (Summary of teaching, supervision and advisement duties):

B. **Research, Creative Activity, Papers, Publications, Grant Activity:**
   (List the most important publications and papers in this space and provide a supplemental data sheet for additional listings if necessary.)

C. **Service assignments and other professional activities:**
The following is to be completed by the Evaluator
(Please refer to University System Code and relevant Bylaws for criteria used in evaluations)

A. Overall evaluation of teaching:

B. Overall evaluation of research/creative activity/papers or publications/grants:

C. Overall evaluation of service and other professional activities:
The following is to be completed by the Dean and/or Provost

Comments relative to foregoing recommendation:
ATTACHMENT C

Digital Measures Reporting
Activities Database Main Menu

Faculty Information
- Personal and Contact Information
- Administrative Data - Permanent Data | Yearly Data
- Academic, Military and Professional Positions (Optional)
- Awards and Honors
- Consulting
- Education
- Faculty Development Activities Attended
- Licensures and Certifications
- Narratives for the Annual Evaluation & Merit Review (includes Abstract)
- Professional Memberships
- Role Statement

Teaching
- Scheduled Teaching (includes Years 1 & 2 Medical Students)
- Directed Student Learning (includes Graduate level Medical Students)
- Academic Advising
- Other Instruction Taught
- UNCE Programs (unless you have a Cooperative Extension appointment, ignore this option)

Research and Creative Activity
- Conference/Seminar Presentations
- Contracts, Grants, Sponsored Research and Commissions
- Intellectual Property
- Publications
- Research or Creative Activities Currently in Progress

Service
- Administrative Assignments
- Editorial and Review Activities
- General Service
ATTACHMENT D

Administrative Faculty Evaluation Form
UNIVERSITY OF NEVADA, RENO
EVALUATION/PERFORMANCE REVIEW
FOR
ADMINISTRATIVE FACULTY

Period of Evaluation: From: **January 1, 2012** To: **December 31, 2012**

NAME:
TITLE:
Employee ID:
UNIT/DEPARTMENT:

### Preliminary Evaluation Rating (Subject to Approval of Hiring Authority)

- [ ] Excellent
- [ ] Commendable
- [ ] Satisfactory
- [ ] Unsatisfactory

**REQUIRE SIGNATURES:**

Evaluator Signature: _____________________________________
Title: _____________________________
Date: _____________________________

Level 1 Approval: _______________________________________
Date: _______________________________________

Level 2 Approval: _______________________________________
Date: _______________________________________

**Employee:**
I have read this evaluation.

Employee Signature: _____________________________
Date: _____________________________

*If the faculty member disagrees with the annual evaluation rating, he or she may submit a written rejoinder (Section 5.16 of the Code) and/or may initiate a reconsideration and/or grievance through regular administrative channels as specified in the Bylaws.*

**Required Signatures:**

Evaluator Signature: _____________________________
Title: _____________________________
Date: _____________________________

Level 1 Approval: _____________________________
Date: _____________________________

Level 2 Approval: _____________________________
Date: _____________________________

**Final Evaluation and Merit Level to be Completed by the Dean/VP**

<table>
<thead>
<tr>
<th>Evaluation Rating</th>
<th>Merit Level 1</th>
<th>Merit Level 2</th>
<th>Merit Level 3</th>
<th>Merit Level 4</th>
<th>Merit Level 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<tr>
<td>Commendable</td>
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<td>Satisfactory</td>
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<td>Unsatisfactory</td>
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Dean / VP Approval Signature: _____________________________
Date: _____________________________

A copy of this evaluation will be returned to the faculty member after the final merit level is determined.
PART I:

Employee Self Evaluation — Summary of performance in principle areas of responsibilities and accomplishments as related to the evaluation period and the projects and activities established. Include an analysis of your level of success in reaching agreed upon goals. When applicable, the Competencies for Success and goals set in the Individual Performance Objectives (IPOs) should be considered to measure this performance. In all cases, refer to your Position Description Questionnaire and update if necessary. (This summary will normally only address two or three of these factors; a description of each factor is contained in the “Definition of Factors.”) Use additional sheets as needed.
PART II: Performance Profile (to be completed by immediate supervisor)

A. Competencies: Using criteria in the NSHE Code and relevant UNR and Unit Bylaws. The section indicating level of significance of factors (high, medium, or low) should be agreed upon prior to the evaluation period.

<table>
<thead>
<tr>
<th>Competencies for Success (check only those areas that pertain)</th>
<th>Excellent</th>
<th>Commendable</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Indicate level of significance of competencies relative to job duties and assignments</th>
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<tbody>
<tr>
<td>1. Adaptability</td>
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<td>High</td>
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<td>2. Analytical Thinking</td>
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<td>3. Communication</td>
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<td>4. Diversity and Inclusion</td>
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<td>5. Financial Responsibilities</td>
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<td>6. Human Resource Responsibilities</td>
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<td>7. Leadership</td>
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<td>8. Program/Project/Functional Knowledge</td>
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<td>9. Resource Responsibilities</td>
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<td>10. Serving Constituents</td>
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<td>11. Teamwork</td>
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<td>12. Other (specify)</td>
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B. Areas of greatest strength (use additional sheets as needed):

C. Areas requiring performance improvement (use additional sheets as needed):

D. Areas for potential improvement (use additional sheets as needed):
PART III:

Future Projects and Activities or Goal Statement

Complete Individual Performance Objectives (IPOs) Form/Goal Statement for the upcoming year. To be established by the employee and supervisor for the next evaluation period. Use additional sheets as needed and attach goal statement.

See attached.

Supervisor
COMMENTS: