

UNIVERSITY OF WASHINGTON TACOMA
SCHOOL OF SOCIAL WORK AND CRIMINAL JUSTICE
JUNE 2022 THRU MAY 2023 ANNUAL FACULTY ACTIVITY REPORT

Date:

Last Name: First Name: MI:

Division:

Title:

SSWCJ Policy Statement on Faculty Reviews for 2022-2023

On February 25, 2021, the UW Faculty Senate passed Class C resolution #610, regarding conceptualizing merit among faculty in current and future times of “extraordinary circumstances” as the demands upon faculty in response to community and personal needs are differently and disproportionately experienced. ([Please see full document, https://www.washington.edu/faculty/senate/legislation/](https://www.washington.edu/faculty/senate/legislation/)). It is the stated intent of the resolution that all units, on all campuses, approach determination of faculty “meritorious achievement” during exceptional times creatively and with flexibility, as well as to “provide targeted supports for faculty who may be disproportionately impacted during these challenging times” (p.1 Resolution #1). While we are no longer operating under designation of “extraordinary circumstances,” we are also not at pre-pandemic lives. April 2022 the UW Faculty Senate passed Class C resolution #620 to resolve “that the UW Faculty Senate recommends that all departments, units, and schools, in the current year and in future years, review merit, tenure, and promotion evaluation activities, with the continued differential impacts of the COVID-19 pandemic in mind.” see <https://uw-s3-cdn.s3.us-west-2.amazonaws.com/wp-content/uploads/sites/71/2022/05/27124353/620.pdf>).

The faculty of the UWT School of Social Work and Criminal Justice support and agree with these goals. We, therefore, suggest that for the 2022-2023 year all faculty highlight what they think most “illuminates their meritorious contributions to students, colleagues, their department, the university, and/or the community during times when normal operation of the university, or their regular function as a faculty person are interrupted or compromised,” (resolution #610, p.2 Resolution #3).

Furthermore, the SSWCJ FAR for this academic year includes an optional section for faculty to provide a COVID Impact Statement (Section VII). This section provides space for faculty to discuss how the pandemic has affected their research, teaching and service during the 2022-2023 academic year, should they choose to do so. Finally, regardless of whether or not a faculty member chooses to complete the optional COVID Impact Statement, we suggest that SSWCJ faculty approach review of colleagues with greater creativity and flexibility than normal.

I. Workload Statement

Specify your workload for this academic year to assist reviewers in a fair evaluation according to your assigned areas of responsibility. Be clear about your workload. Standard workload responsibilities vary according to position. For tenured and tenure-track faculty, standard workload expectations include scholarship, teaching (6 courses), and service. Alternatively, the standard workload expectations for teaching professors includes scholarship, teaching (7 courses)/field coordination, and service. In addition, workload may vary from year to year, depending on many factors. These include but are not limited to, sabbatical or junior faculty research

quarter leave, research grant buyout, administrative responsibilities with course release, and other types of leave. These legitimate and alternative workloads come with differing expectations in the various domains. You are not held accountable for domains for which you have no responsibility in a given year.

II. Teaching

A. Courses

Undergraduate and graduate lecture courses, labs, seminars (with enrollments).

Course Number	Term	Course Title	Credit Hours	Enrollment		Ind. Study
				UG	GR	

B. Please describe your teaching accomplishments and contributions here. This can include student advising, student mentoring, and internship supervision. Draw from multiple data sources listed below to discuss challenges and highlights from courses and instructional activities such as advising, capstone/dissertation service, etc.

- Student evaluations of courses/teaching
- Collegial/peer evaluation report
- Steps taken to strengthen teaching and insights gained from teaching assessment(s)
- Optional: other evidence of teaching effectiveness is welcome

If applicable, articulate how this work has supported the success of students and communities from racial, ethnic, gender, social class, and other backgrounds that are underrepresented, and/or has contributed to the institutional mission of equity, inclusion, community engagement, and fostering social justice.

III. Scholarship

Please use this section to describe your scholarly accomplishments this year. For tenure track faculty, this might include peer-reviewed and non-peer-reviewed publications, editorships of professional journals, or grant applications and funding, but is not limited to these activities. For faculty who are teaching professors, scholarly activity could include activities such as the introduction of new course content, the development of curricular material, and participation in professional organizations and conferences, among other activities.

If applicable, articulate how this work has supported the success of students and communities from racial, ethnic, gender, social class, and other backgrounds that are underrepresented, and/or has contributed to the institutional mission of equity, inclusion, community engagement, and fostering social justice.

IV. Service

Please use this section to describe your service to the school, the campus, the profession, and the larger community. Service to SSWCJ, UWT, the community, and our disciplinary fields is a vital and expected contribution in our role as scholars and educators. In the space below, please identify your assigned SSWCJ necessary roles and additional service activities. Note: attendance at SSWCJ events such as meeting finalists for searches or participating in meetings is a faculty expectation and should not be listed as service. However, faculty may use the FAR to document such activities, if they so choose.

If applicable, articulate how this work has supported the success of students and communities from racial, ethnic, gender, social class, and other backgrounds that are underrepresented, and/or has contributed to the institutional mission of equity, inclusion, community engagement, and fostering social justice.

V. Honors and awards

VI. Optional COVID Impact Statement

Faculty Members are invited to develop a COVID Impact Statement in the space below. Completion of this section is strictly voluntary and not required. The COVID Impact Statement is an opportunity for faculty to describe both negative and positive effects of the pandemic on their work activities and outcomes during the 2022-2023 academic year. For each area of responsibility that has been affected (scholarship, teaching, service), please summarize changes that affected productivity and performance. These changes include, but are not limited to:

- *Reduced access to facilities, locations, personnel or collaborators*
- *Opportunities to demonstrate innovation and creativity*
- *Modifications or increases to workload, activities or approaches*
- *Canceled or delayed events, activities or work products*
- *Opportunities to address emergent issues related to the pandemic*

- *Additional service to sustain operations or to support students*

The COVID Impact Statement should not contain any personal information such as details on dependents or health issues.

Appendix A
Eligibility for Additional Merit

Filling out Appendix A is optional, but if you believe you have met the criteria for additional merit and want to be considered, you must complete this self-assessment. You are eligible to be considered for additional merit in any workload configuration. Note that if you are found non-meritorious, you cannot be eligible for additional merit.

I.A.

If you think this year's work reflects eligibility for additional merit, indicate why. Reference "Eligibility for Additional Merit Chart" below. Note that the expectation for additional merit typically is a constellation of extra activities, not a singular activity. If you have been on sabbatical or research quarter leave this year and wish to be considered for additional merit, please provide a summary of how what you accomplished compares with what you indicated you would accomplish in your leave proposal.

I.B. If teaching is an important component of your eligibility for additional merit, include comments related to teaching and provide Combined Median Score for Items 1-4 for each course taught in the previous spring, summer, autumn, and winter quarters.

Eligibility for Additional Merit Chart - Activities that might qualify in Teaching, Scholarship, and Service

Teaching
<p><u>Individual activities:</u></p> <ul style="list-style-type: none">• Non-compensated course development• Teaching an extra course (no work reduction elsewhere)• Teaching award• Supervising independent studies• Other notable activity <p>OR Culmination of several activities (see Example Faculty Activities)</p>
Scholarship
<p><u>Individual activities for tenured and tenure-track faculty:</u></p> <ul style="list-style-type: none">• Research award (national, state, prof org award)• Federal grant recipient/external grant funding• Published book (authored or edited)• Invited talk at international conference• More than two peer-reviewed journal publications• Other notable activity <p>OR Culmination of several activities (see Example Faculty Activities)</p> <p><u>Individual activities for teaching professors:</u></p> <ul style="list-style-type: none">• Grant applications and awards• Participation and/or leadership in professional associations• Significant outreach to professionals at other educational institutions• Publication (though this is not required) <p>OR Culmination of several activities (see Example Faculty Activities)</p>
Service
<p><u>Individual activities:</u></p> <ul style="list-style-type: none">• Service award• Statewide committee work• Appointment to civic committee/commission• Chairing multiple committees• Other notable activity <p>OR Culmination of several activities (see Example Faculty Activities)</p>