Social Work Program Standards Aligned with College Standards

5.00 COLLEGE STANDARDS FOR FACULTY EVALUATION
Note additional information on Program Standards in italics where relevant.

The faculty of the Social Work Program support the Standards of the College and School of Social and Behavioral Sciences and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Social Work Program.

The College expects faculty to excel in a variety of ways and to balance teaching, scholarship/creative activity, and service effectively. Sustained excellence in teaching is a necessary but not in itself a sufficient condition for tenure or promotion to higher rank. Except in unusual circumstances, scholarship leading to peer-reviewed publication and/or peer reviewed creative activity is also a requirement for tenure and promotion to higher rank. Any exception to the expectation will be documented in writing. Faculty are also expected to contribute to College, community and/or professional life through service activities.

5.1 COLLEGE STANDARDS

5.1.1 This section outlines College standards for the evaluation of all faculty and the process whereby Divisional and Program standards, consistent with the College standards are re-stated in terms consistent with the character of the different Divisions and disciplines.

5.1.2 The College expects all faculty to meet and continue to meet these standards. For probationary faculty the College will expect consistent evidence of positive development in all areas of evaluation. Adjunct, part-time, and tenured faculty are expected to sustain an overall pattern of excellence consistent with their rank and assigned responsibilities.

5.1.3 The College recognizes that faculty members, either in response to evaluations or in the interest of continuing vitality, may create individual paths towards excellence in a blend of teaching, scholarship/creative activity and service that allows them to distinguish themselves. Consistent accomplishment over time will be evaluated positively, while recognizing that a candidate's relative contributions to the campus community in terms of teaching/librarianship scholarly/creative/professional activity and service normally will vary over time. Therefore, short periods of relatively less activity in one area should be complemented by greater activity in the others, producing balance and a consistently high level of accomplishment overall.

6.00 ELABORATION OF COLLEGE STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the College's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, including preceptorial teaching, will be evaluated in order to gain a clear understanding of each faculty member's performance.

The Social Work Program's central focus is on producing graduates who "have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives." Therefore, one way to demonstrate effective

teaching in social work is through outcomes—achievements of students and graduates who attest to these principles and act on them in the classroom (in response to assignments), in their field placement agencies (e.g., through innovative work in support of human rights and social justice) or in the broader community. Such effective teaching could be documented by addressing the link between the faculty member's teaching and these observed outcomes of student learning.

Excellence in precepting social work students requires not only guiding students as they fulfill the complex social work and general studies graduation requirements but also to assist students in exploring professional and career interests. Excellent preceptors will also help students to take advantage of opportunities beyond the Stockton classroom (such as applying for grants or scholarships, attending professional workshops and conferences, thinking about graduate school, or engaging in activism). Evidence of excellence in precepting would be scores and comments from precepting assessment surveys used by the College, student achievements, letters from former students, etc.

6.1.2 In broad terms excellence in teaching is characterized by:

6.1.2.1 A thorough and current command of the subject matter, teaching techniques and methodologies of the disciplines one teaches.

Social work faculty members who demonstrate excellence in teaching will be able to articulate their approach to teaching, including the educational theories underlying approaches used in the classroom. Excellence in teaching in social work, as in other disciplines, requires a thorough command of the subject matter and the ability to teach at all levels of instruction (introductory-level course to senior-level courses). Not all social work faculty members will have expertise in every curriculum content area, but excellent teachers will be able to demonstrate in-depth knowledge and skill in at least two areas in social work or two levels of the same area (e.g., practice at the junior and senior level of study). For example, one faculty member might demonstrate expertise in teaching research methodologies and social welfare policy, while another might have expertise in teaching human behavior and the social environment plus social work practice. Yet another might demonstrate particular expertise in teaching about race, ethnicity, and diversity plus the introductory social work course. Social work faculty members who are excellent teachers are flexible in meeting Program needs, so that, on occasion, they will be able to teach in any of the curriculum areas, with guidance from faculty members with more expertise in that subject matter.

In social work, a variety of teaching approaches are used, including lecture, class discussion, small group activities and discussion, role-playing, oral presentations including presentation of case material, and field-based learning (internships). Social work students are particularly encouraged to be actively engaged in the classroom. Excellent teaching could be documented by teaching observations that discuss students who are actively engaged in class discussions and other activities. Self-reflections on ways to engage students could also demonstrate that a teacher has given careful consideration to the challenges of developing engaged students, in addition to student feedback on IDEA evaluations.

6.1.2.2 Sound course design and delivery in all teaching assignments – whether program or General Studies, introductory or advanced offerings — as evident in clear learning goals and expectations, content reflecting the best available scholarship or artistic practices, and teaching techniques aimed at student learning.

Sound course design is best demonstrated by syllabi that have clearly articulated course objectives, expectations, assignments, grading and attendance policies. (See also section 6.1.2.3.) Course content will demonstrate familiarity with current terminology, theories, and research in the subject matter. General studies course syllabi will demonstrate understanding of the intent of general studies in the College. In addition to IDEA evaluations, social work faculty may document excellence in teaching general studies by demonstrating how they incorporate some of the student engagement techniques that they use in teaching social work into their general studies teaching.

6.1.2.3.The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, grading and attendance policies, and the timely provision of copies to students.

Excellence in teaching social work requires careful, timely preparation for course material delivery. This means that course syllabi are prepared with a thorough assessment of the learning needs of students, as well as the overall Social Work Program curricular design. As an externally accredited program, the Social Work Program must be able to demonstrate that its curriculum has a coherent design that upholds the standards of the Council on Social Work Education. These standards are competency-based, meaning that they establish ten competencies that accredited social work programs must develop in their students throughout the course of their undergraduate education. These competencies are developed in a carefully sequenced curriculum that builds from the introductory courses (first two years) through the third year (which introduces students to practice, a 90-hour internship, research, and social welfare policy), and culminates in the senior year (which requires students to integrate everything they have learned in the curriculum as they practice their values, knowledge, and skills in a 400-hour internship in a social agency).

Such a carefully structured curriculum requires that all faculty members understand the requirements of external accreditation and collaborate to assure the effective delivery of the curriculum. This means adherence to uniform course objectives across sections of the same course and understanding the sequencing of the curriculum, so that appropriate levels of instruction occur within each course. Excellence in teaching in social work will be demonstrated by faculty members who fully understand the Council on Social Work Education accreditation standards and work collaboratively with their colleagues to assure that the curricular design is fully and effectively implemented. In particular, active participation in Program activities in support of Program assessment, collaborative syllabus development, syllabus revision in response to accreditation standards or changes in Program goals and objectives, development and sharing of effective assignments in courses, working to assure integration of field experiences with classroom learning, etc.

Excellence in teaching includes effective, clear, and timely communication to students of course and Program expectations.

Faculty members may document their excellence in this area by including syllabi in their files and by having Program members evaluate their effectiveness as collaborators in assuring appropriate delivery of the social work curriculum.

6.1.2.4 Excellence in teaching also entails respect for students as members of the Stockton academic community, the effective response to student questions, and the timely evaluation of and feedback to students.

Respect for human dignity is one of the fundamental values of the social work profession. An essential quality of any social work faculty member is that they must model professional values for students. Excellence in teaching social work absolutely requires respect for students, taking into account all of the diversity that is encountered among students—diversity by ability, personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. Excellent teachers, of course, also demonstrate that they expect that students respect them and their fellow students.

Faculty members will be able to document that their classrooms are mutually respectful environments through student comments on student evaluations of their teaching, through peer observations, and through demonstrated ability to resolve student concerns in an equitable manner.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

Social work faculty members are expected to be comfortable with the use of technology. Evidence of excellence in the use of technology in teaching would include such activities as developing course websites, using online course development programs (such as Blackboard, Web CT, etc.), use of online conferences/forums, use of online resources to enrich course material, teaching how technology is used in social work practice, and exploring the benefits of cutting-edge technology for use in teaching.

6.1.3.2 The capacity to relate the subject matter to other fields of knowledge.

In social work, the curriculum rests on a liberal arts foundation. Students are required to take a number of cognate courses at the introductory and advanced level. For example, all students must take at least 34 credits in subjects such as sociology, anthropology, criminal justice, political science, psychology, and economics. Excellence in teaching social work would be demonstrated by faculty members who consciously and skillfully assist students in integrating learning from the liberal arts foundation into social work theory and practice. Faculty members could demonstrate such skill through teaching observations, giving examples of assignments, and self-reflection.

6.1.3.3 Seeking opportunities outside the classroom to enhance student learning of the subject matter.

Social work faculty members have developed a number of ways of helping students enhance their learning outside the classroom. The most notable way is through placing students in internships in community agencies. Excellence in teaching could be demonstrated by faculty members describing the various ways that they assist students in integrating course material with internship experiences. Effective ways to do this include the use of process recording, case presentations (requiring students to discuss the application of theory to case materials), and through faculty collaboration with field instructors, either directly (through visits to field agencies) or through field liaisons and the field coordinator. These opportunities, however, fall mainly upon faculty members who teach social work practice.

Faculty members who do not teach practice courses also have the opportunity to give students assignments that take them into the community (e.g., service learning, agency visits, attending a cultural activity, attending a student conference). There are also opportunities to organize and accompany students to educational events. For example, each year the Social Work Program takes a group of students to New York City to attend Social Work Day at the United Nations. The Program also often organizes trips to the Influencing State Policy conference held at Rutgers University-Newark or Lobby Day held in Trenton and sponsored by the New Jersey Chapter of the National Association of Social Workers. Faculty members also can demonstrate excellence by organizing on-campus events, such as the Fannie Lou Hamer Celebration. Excellence in teaching is demonstrated by creativity and willingness to take on the responsibility to organize events that expose students to such opportunities.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to scholarship or creative activity enriches teaching and is the foundation of sustained excellence within the classroom.

6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the applicant's probationary period. Activity in support of a post-tenure promotion or range adjustment is that work completed since the most recent promotion or range adjustment.

6.2.3 The College recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, artistic or creative activity, grant acquisition. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

6.2.3.1 The College recognizes that the time and effort required to complete scholarly or artistic projects may vary markedly among disciplines and sub-disciplines. Such variance is addressed in approved divisional and program standards.

In social work, scholarship may be theoretical or empirical and take the form of published articles, books (including textbooks), book chapters, policy documents, reviews (particularly article-length reviews), monographs, conference

proceedings (article length), and innovative published curricula. A minimum of two full-length articles (or equivalent), published or accepted for publication, in peer-reviewed journals is expected of social work faculty applying for tenure. Such articles include, but are not limited to, practice and program evaluation, research into social problems, research on the history of social welfare and the social work profession, research in teaching social work, international policy and practice issues, and interdisciplinary research. Scholarship also includes securing peer-reviewed outside funds which support scholarly research, professional social work activities, or initiatives that address some of the pressing issues facing our society (see 6.2.4.6.8). Other forms of scholarship may include editing a special issue of a journal or writing an article for the Encyclopedia of Social Work.

In social work, presentations at professional and academic conferences are important ways for faculty members to engage with their professional colleagues and contribute to the advancement of social work values, knowledge, skills, and evidence-based practice. In addition to the two publications, a minimum of four professional presentations (e.g. presenting a paper, workshop, or clinical training at an international, national, regional, or state conference) will be considered reasonable accomplishments before tenure.

6.2.4 It is always the case that the burden is on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. In cases of conference presentations or proceedings, clarification should be provided with regard to the selectivity of the review process. Typically, central to judgments regarding scholarly and creative activity are:

6.2.4.1 The capacity to bring scholarly or creative projects to completion.

6.2.4.2 A mix of scholarly activities appropriate to one's appointment, e.g., in some cases scholarly activity will be primary, in others creative activity.

In social work, creative activity is secondary to scholarly activity.

6.2.4.3 Judgments of the worth and significance of the work by those qualified to make such judgments. These may include disciplinary peers, professional organizations, *ad hoc* groups such as evaluation, judging, or refereeing panels.

6.2.4.4 Documentation of the impact of one's work

- with students
- within the scholarly area
- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in educational settings

As in other academic disciplines, excellence in scholarship can most readily be demonstrated by documentation of the impact of the scholarship. A faculty member could document the impact of research on teaching social work by examples of student achievement that was directly related to the development of new teaching methods through research. Impact on the scholarly community could be demonstrated by frequency with which one's work is cited in the social work, social work education, or multidisciplinary literature. Demonstrations of the applications of one's work, particularly in enhancing social work services in the community or developing public awareness of a social problem, would also document the impact of that work.

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Presentation before peers and colleagues and advancing the discipline are also expectations of alternate forms of scholarship.

See 6.2.3.1 above.

6.2.4.6 The College understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Books should be published by reputable academic or trade presses and reviewed in appropriate journals.

In social work, scholarly books are those published by reputable academic or trade presses. Scholarly books, because of the amount of sustained effort involved in bringing them to publication, should be considered as equivalent to two or more peer-reviewed journal articles.

6.2.4.6.2 Articles, essays, and creative writings should be published in appropriate scholarly journals, whether print or electronic. Some assessment should be made as to the quality of the journal in which the piece appears; in particular, its scholarly reputation and whether or not the journal or proceedings are peer reviewed.

In social work, scholarly articles are those published in peer-reviewed print or online journals.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-participants, or co-authors.

In its commitment to creating engaged students, the Social Work Program particularly encourages scholarly activity that involves students.

6.2.4.6.4 A presentation should be evaluated on the quality of its content and on the prestige of the meeting where it was delivered. Qualitative judgments are best made when copies of presentations are made available. National and regional meetings should rank higher than local meetings in most instances. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections as well as presentations

receiving disciplinary acknowledgement for excellence should be noted. In most disciplines a record of scholarship based on presentations alone will not be evaluated as highly as one including refereed publications.

Excellence in scholarly and professional or clinical presentations can best be demonstrated by including materials descriptive of the full presentation (e.g., comprehensive outlines, full text, or Power Point slides). Presentations at peer-reviewed international, national, and regional meetings will be weighed more heavily than those at state or local venues (or those that are not peer-reviewed). Documentation of the degree of competitiveness of presentations may be presented.

6.2.4.6.5 Work in the arts may be evaluated by a number of different measures: assessment of its quality by peers or professional critics; the reputation of the gallery, museum, or other artistic venue where it is shown or presented; the respect afforded the organization for which it is performed or under contract; or some other measure of its success or impact (e.g. royalties, awards, or impact on public debate or on other artists).

6.2.4.6.6 Other forms of scholarly or creative activity that may appear in emerging scholarly or artistic media may be included as well, provided that comparable standards of peer review can be applied to them.

6.2.4.6.7 Reviews (if submitted as documentation) from appropriate journals may be included. Where reviews are included in a file as evidence of the worth of scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication.

6.2.4.6.8 Professional activities undertaken as a practitioner or consultant are considered scholarly activity when they go beyond the routine application of knowledge to the creation of new knowledge and the development of new standards for practice. Such qualities distinguish between scholarship and professional service. Those making the judgments regarding the standards for applied research necessarily involve more than clients and include academic peers familiar with the area of practice under consideration.

In social work, faculty members may be called upon by professional organizations or by community agencies to provide consultation on practice issues, to develop practice standards, or to author social policies. When such work involves research, development of new knowledge, or substantial integration of theory, research, and practice principles, it will be considered scholarship. It is up to the faculty member to document the aspects of the work that rise to the level of scholarship.

6.2.4.6.9 In those disciplines with strong expectations of practice to maintain current competency, appropriate standards for determining the significance of this work will be developed at the program level and approved through the standard procedure.

In social work, faculty members, particularly those with clinical skills, may choose to maintain some involvement in social work practice, in addition to their teaching responsibilities. This can enable the faculty member to stay current on practice issues and agency realities. In order to be considered in tenure decisions, the faculty member must demonstrate how his or her practice enhances teaching or scholarship (see 6.2.4.6.8).

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

Development of grant applications can require considerable research and knowledge of the social conditions that call for an infusion of governmental or private funding to address social problems. In social work, grants submitted to federal funders are particularly competitive and involve peer review. Grants submitted to the state or private foundations can be equally competitive and usually involve peer review as well. When grants are favorably peer-reviewed and require substantial documentation of need and fully developed proposed deliverables, they should be considered as scholarship. In some cases, grants require such substantial scholarly work and are of such length that successful grant applications should be considered as equivalent to two peer-reviewed articles.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

Dissemination of the results of community-based projects is important for social work faculty members who are involved in developing or evaluating such projects. Dissemination generally is in the form of peer-reviewed articles or conference presentations but also may be in the form of substantial reports distributed to agencies, institutions, or organizations. Substantial reports may be considered scholarship, especially if the faculty member can provide documentation of the impact of such reports on the community, in addition to providing documentation that the reports were objectively reviewed by professionals in the field.

6.3 College and Community Service

6.3.1 The faculty role includes contributions to the achievement of the College's mission through effective participation in governance activities including leadership roles at the program, divisional, or College-wide levels. These contributions may require the capacity to work collaboratively with other members of the College community, including activities related to alumni and the College Foundation.

In social work, excellence in college service can be demonstrated by effective Program leadership (e.g., as Program Coordinator or Chair of a program committee). Because of the significant work involved in preparing a self-study document for the Program's reaffirmation of external accreditation (by the Council on Social Work Education), chairing this effort and preparing the self-study document is considered very significant service to the Program and to the College. (The self-study required by the Council on Social Work Education generally is a two-year process, culminating in an extensive three-volume document.) Acting as the Faculty Advisor to the Social Work Club is also considered service to the Program. Excellence in Program service can be

documented by the faculty member describing the impact of his or her service in the self-evaluation, and by the Program's Personnel Committee in assessing the impact of the faculty member's work.

Social Work Program faculty members may also assume leadership at the School of Social and Behavioral Sciences or college-wide levels. This can be through serving as an officer in the Faculty Assembly [Senate?] or the Union, chairing a college-wide committee or task force, serving the coordinator of an interdisciplinary program (such as Africana Studies, Latin American and Caribbean Studies, Women's Studies, Gerontology Minor, etc.), serving as a General Studies Convener, organizing a campus-wide event, or assuming responsibility for a new campus-wide initiative. Faculty members may document the impact of their work in their self-evaluation or by presenting letters from those who are familiar with the work they have done.

6.3.2 Faculty may also contribute in broader arenas such as state or regional organizations or disciplinary associations. In addition, faculty may contribute to the College's public mission through service to our community, region, and the State or the Nation.

In social work, faculty members may contribute to the reputation of Stockton College by assuming leadership roles in statewide, regional, national, or international organizations. For example, faculty members may assume leadership in the National Association of Social Workers (by chairing the local Tri-County Unit, by serving as an officer or elected member of the Board of the New Jersey Chapter, by serving as an officer or Board member at the National level, or by serving as a Delegate to the NASW Delegate Assembly). Similarly, faculty members may assume leadership roles in other national professional social work organizations (e.g., the Council on Social Work Education, the National Association of Black Social Workers, or the Association of Baccalaureate Program Directors). They may also play significant roles in international social work organizations (such as the International Federation of Social Workers or the International Association of Schools of Social Work). Social work faculty members also may assume significant leadership roles in nongovernmental organizations or in community organization or development projects aimed at enhancing social welfare.

6.3.3 Normally the College expects probationary faculty to serve the College and community in selected activities, while faculty who are tenured and/or of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus and to their disciplines and professional organizations.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, and the effectiveness of participation. Clear goals, adequate preparation and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service.

In their self-evaluations, faculty members may document the impact of their community service through descriptions of the scope of their responsibilities, the work accomplished as the result of their participation or leadership, and the ways in which the reputation of Stockton and the Social Work Program benefits from their service. They may also document the significance of their participation or leadership through letters obtained from those who know the impact of their work in these areas.

6.3.5 Evidence of effectiveness in College or community service may include such items as:

6.3.5.1 One or more instances when one has used one's professional skills or knowledge for the benefit of the College, or of a non-college group or individual.

6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or artistic/creative work. For example, an officership or service on a professional board may be more appropriately listed here, whereas editing a special issue of a journal may be more appropriately listed under the section on scholarship.

6.3.5.3 General civic or community activities to which one has contributed one's professional skills or a significant amount of time, talent, energy, and involvement beyond that which might be expected by the usual citizen or member.

Social work faculty members, because of their commitment to advancing human rights and social justice, often participate in general civic or community activities and sometimes contribute a significant amount of time, talent, and energy and assume leadership roles. Faculty members may document such general civic or community activities as a portion of their community service. It is up to the faculty member to describe the significance of his or her involvement and the impact of this service on the community, either in the self-evaluation or through letters from community members who are in a position to assess the significance of the contribution.