

Social and Behavioral Sciences School Standards with
Program Standards for Social Work

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure track faculty, non-tenure track faculty, and part-time faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the following to be the standards for the evaluation of the Social Work (SOWK) Program. The standards are linked and numbered according to the approved Stockton University standards. In each section, standards and related discussions specific to the SOWK program are italicized.

The faculty of the Social Work Program supports the Standards of the University School of Social and Behavioral Sciences (SOBL) and intends for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the Social Work Program. Candidates for reappointment and reappointment with tenure and promotion need to refer to Stockton University, SOBL, and Social Work Program standards. Social work values, including competence, dignity and worth of the individual, human relationships, integrity, service, and social justice are the cornerstone of the Social Work Program at Stockton. School and Social Work Program Standards should be flexible, and the School should provide the resources necessary for the faculty to achieve reasonable goals.

A uniform set of standards for the evaluation of teaching, scholarship, and community service in SOBL and the Social Work Program must be fair, flexible, and provide reasonable goals and expectations for those who seek tenure and promotion in the School Work Program. Social work faculty are bound by professional mandates such as the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). The NASW Code of Ethics guides interactions with our students, our colleagues, and the many academic, professional and client communities within which social workers interact.

COVID-19 Pandemic Temporary Program Considerations

The SOWK Program recognizes the increasing challenges in our teaching responsibilities that began amid the COVID-19 pandemic that are likely affecting faculty who began at Stockton in 2017 and are continuing onward toward tenure. In March 2020 and throughout AY 2020-21 social work faculty taught mainly via zoom and much less in the classroom.

Faculty members send and respond to emails, submit early alerts and follow up on them, participate in peer/student mentorship programs, and support a larger number of students who are fully prepared to learn via advanced technology and zoom platforms.

Updated 12/2022

Faculty members going through the personnel process at any stage starting in September 2020 will likely have been negatively affected by the global COVID pandemic. The pandemic resulted in problems like, but not limited to:

- cancelled conferences, research grants, residential fellowships, and other funds
- libraries, museums, and archives have been closed, or open with limited hours and access further inhibiting research,
- delays in review and publication of scholarly and creative work
- a quick change to remote teaching in Spring 2020, potentially resulting in problems with teaching/learning and student perception due to circumstances not under the control of the teacher
- a change to different teaching modalities for Fall 2020, including most faculty having to move to hybrid or online teaching due to limited availability of large classroom spaces and family and health constraints
- significant caregiver challenges

In response to such challenges, the Council on Social Work Education (CSWE) made “recommendations for changes” for social work students who were involved in the signature pedagogy of fieldwork. Faculty teaching practice and other courses had to similarly adapt. Therefore, we support suggestions to limit the use of student evaluations in the review process of faculty and for adjusting expectations for scholarly productivity during a time when access to libraries, archives, and other scholarly resources is difficult not impossible.

Furthermore, we note that although some COVID related challenges affected all faculty members, there is evidence that they may have affected women, faculty of color, and those with varying abilities disproportionately. Faculty with caregiver responsibilities have been especially affected, particularly women (& men). People with younger children who have experienced childcare and remote schooling challenges. Faculty serving as caregivers of older adult parents or other family members may have also been significantly affected (Cui, et. al. 2020; Gabster, et. al., 2020; SFT, 2020; Staniscuaski, et. al., 2020).

Faculty members are encouraged to include any pandemic related obstacles as they construct their T&P files. Reviewers are encouraged to consider the points above as part of their review.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

- 6.1.1 Educating students, both inside and outside the classroom, studio, or laboratory is the University's primary purpose. Therefore, performance in teaching carries the greatest weight in the evaluation of faculty. All aspects of teaching, both inside and outside the classroom, studio, or laboratory, are considered in the evaluation of faculty.

Our highest priority in the School of Social and Behavioral Science is excellence in teaching. Teaching in our School is particularly vital and challenging given the constantly changing nature of the subject, emerging research findings, societal implications, and often contentious nature of the issues, as well as the direct and important policy implications of the knowledge and understanding we foster. We are in the business of shaping engaged citizens, trained professionals, critical analysts, scientists, and contemplative scholars, all at the same time.

In Social Work (SOWK), teaching performance carries a higher weight than scholarship and service in the evaluation process. Adherence to a “Teacher-Scholar model” is expected (Boyer, 1990).

In SOWK, precepting well is viewed as part of excellent teaching; and through advising, faculty will help students select classes sensibly, graduate on time, and maximize learning opportunities beyond the classroom (e.g. discuss graduate school, career paths, grant opportunities, conference attendance, and activism participation). Evidence of excellence in precepting may include, but is not limited to, the University’s precepting feedback surveys, unsolicited preceptee communications, precepting syllab and Degree Works notes/examples of impact.

Oneway 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, social justice, and adherence to professional ethics) 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.

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.

Both the Baccalaureate and Masters’ level Social Work Programs are professional programs wherein faculty must keep abreast of current practice trends and methodologies, current social work research, and contemporary social policies and issues to ensure students are well prepared to enter the professional world of social work. This requires a commitment to reading multiple interdisciplinary books, journals, and commentaries, and attending local, national, and international social work conferences. It is crucial that social work educators model and encourage contribution to the community, the profession, and the political environment in which we live. Faculty are expected to demonstrate an depth understanding of fundamental content principles and diverse practices that underpin teaching and learning about micro, mezzo, and macro level social work practice.

Updated 12/2022

Updated 12/2022

Effective, clear, and timely communication to students about course and

evaluative tools that are appropriate to the organization and objectives of the course, use of audio, visual, media and other modalities of communication to facilitate a learning process

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Ability to use technology in teaching.

Technology/instructional tools are recognized as useful pedagogy. Social Work faculty must demonstrate the efficacy of these tools in their presentation of content.

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

Social Work faculty members could demonstrate such skill through teaching observations, giving examples of assignments, and 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.

Excellence in teaching may include evaluation of student development and mentorship. Mentorship can be demonstrated by serving as a mentor for students who are completing capstone projects, research projects, and independent study projects. It also includes serving as a member of collaborative projects in the university and presenting lectures to student organizations, serving as a resource speaker to campus professional development and professional activities.

6.1.3.4 The ability to lead, promote, and/or participate in successful credit experiences in community engagement, service learning, international education, and global engagement.

The School of Social and Behavioral Sciences recognizes the vital importance of engaged and creative teaching. We recognize that the role of teacher may extend beyond the classroom to include the development and supervision of internships and student research opportunities, professional and personal precepting, and the development and fostering of opportunities for community, social and policy engagement for our students. All of these modes of student engagement, teaching,

approaches: disciplinary or interdisciplinary research, artistic or creative activity, pedagogical research, applied research, integrative scholarship, and grant acquisition that support the Social Work Program and SOBL activities.

- 6.2.2 Publications and creative work in support of reappointment and tenure are those achieved during the tenure candidate's probationary period. Activity in support of ~~at~~^{post} promotion or range adjustment is that work completed since the most recent promotion or range adjustment.
- 6.2.3 The University recognizes a wide variety of scholarly vehicles: disciplinary or interdisciplinary research, pedagogical research, applied research, integrative scholarship, community engagement, ~~service~~^{learning}, artistic or creative activity, and ~~granting~~^{ing}. Scholarly or creative activities may take many forms and use different vehicles to communicate with the broader academic community.

- 6.2.3.1 The University 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 ~~at~~^{approved} School and Program standards.

The SOWK program recognizes that scholarship comes in many forms. The types of scholarship are discussed in Boyer's (1990) *Scholarship Reconsidered: Priorities of the Professoriate* and are valued by the Social Work Program. These areas include:

- Discovery, which involves creating and sharing knowledge (can include original research articles, theoretical articles, or theory testing articles)
- Integration, which involves providing meaning by placing knowledge in context (can include the integration or synthesis of facts, research or theory in the form of peer reviewed publications, government recognized policy reports, or agency reports)
- Application, which involves actively engaging with society (can include evidence based social work, agency/program reports and evaluations that include scholarship, government recognized policy briefs or reports that include scholarship)
- Teaching and learning, which involves helping others gain understanding (can include evaluation of teaching, or the development of substantial educational programming that receives peer review, i.e. continuing education tract, online program, accreditation-~~study~~^{study})

Tenure and Promotion to Associate Professor in the Social Work Program should include a minimum of two scholarly articles accepted for publication in peerreview journals and four or more presentations at conferences (e.g.

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

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.

In the School of Social and Behavioral Sciences, scholarship ranging from the theoretical to the empirical that enhances the public understanding of social issues and pressing policy matters or which assesses interventions and resources that benefit the wellbeing of individuals, families, organizations and communities is also valued and may take the form of books or articles, professional papers, policy documents, innovative curricula, online professional educational teleconferences and journal submissions, and many other printed products or media that help inform

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

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.

In School of Social and Behavioral Sciences, public or professional presentations may play an important role in this process and will also be valued as examples of engaged scholarship. As a further reflection of our commitment to quality teaching, we believe that research, publications, or other endeavors that help advance pedagogical understanding and develop quality teaching may also be a valued contribution to the faculty member's research portfolio

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

equally competitive and usually involve peer review as well. In some cases, grants require such substantial scholarly work and are of such length that successful grant applications should be considered as equivalent to one peer-reviewed article for promotion to Professor.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the 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 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.

SOWK recognizes the value that their faculty members may play when they engage in community-based, academic partnership leading toward grant acquisition, or other scholarly / creative activity. This could be evaluated through reflection documents, student feedback, etc.

6.3 University and Community Service

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

Tenure and Promotion to Associate Professor in Social Work should include membership and some leadership in Program, University, community, or professional social work activities. Additionally, given the heavy service burden faced by the Social Work Program, all faculty are expected to significantly contribute to program service.

Promotion to Professor in Social Work should include patterns of ongoing and substantial leadership in Program, University, community, or professional social work activities. Additionally, given the heavy service burden faced by the Social Work Program, all faculty

Periods of greater or lesser leadership in some types of service should be complemented by greater or lesser leadership in other types of service, producing balance and a consistently high level of leadership in service, overall.

Leadership at the Program Level may include:

- The development, enrichment, or leadership of the BSSW or MSW program, including service as program chair, or service as a committee chair that requires substantial efforts and contributes to the accreditation of the program. Leadership can also be demonstrated through consistent and rigorous contributions to the program objectives. Leadership also assumes a posture of collaborative service where outcomes are completed because of the faculty's significant role as a member of the committee.

Leadership at the University Level may include:

- The development, enrichment, or leadership of Liberal Arts or General Studies programming, including service as a G Convenor, or the chair of an interdisciplinary minor.
- Leadership service to informal and formal university initiatives, which can include: advising non-program student organizations, organizing conferences or events at the university, leadership in SFT efforts, faculty senate, coordination of summer institute teaching circles, service as a university fellow, etc.

Leadership at the Professional Level of service may include:

- Leadership in local, regional, national, or international conferences, leadership for conferences, journals, or publishing houses, serving on committees of social work organizations or other professional organizations related to one's training, serving in an office / counseling organizations or other organizations related to one's training.

Leadership at the Community Level of service may include:

- Active membership on local, statewide, or national professional boards, charities, institutions, civic, or advocacy groups, offering consulting to local, statewide, or national professional organizations, charities, institutions, civic, or advocacy groups, educating through workshops, seminars, talks to local, statewide, or national professional organizations, charities, institutions, civic, or advocacy groups.

- 6.3.2 Faculty may also contribute in broader arenas such as state, regional, national or international organizations and disciplinary/professional associations. In addition, faculty may contribute to the University's public mission through service to our community, region, state or nation. Per the Carnegie definition, community engagement and service is a form of scholarship that enriches scholarship, research, and creative activity; enhances curriculum, teaching and service learning; prepares educated, engaged citizens; strengthens democratic values and civic responsibility; addresses critical societal issues; contributes to the public good; and enriches scholarship. Community engagement and service are particularly valued at Stockton.

Because the social and behavioral sciences are necessarily entwined with ongoing changes and challenges in society, policy, and culture, community service can be an important aspect of faculty development. Multiple modes of community engagement are valued and consistent with the obligations of faculty members in the School. Service can take many forms and may include the development, enrichment, or leadership of the academic program, service to the University and School through participation or leadership in committees or other formal or informal university initiatives, service to the campus community through the development of engagement or enrichment opportunities for our students, broader community service with local, regional, or national organizations, and professional service of many types.

The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society.

- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to 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, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. 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. Sustained, significant service is expected to meet the minimum requirement for this responsibility. Compensated service is generally not sufficient to meet the minimum requirements; however, expectations for how it can be used to demonstrate excellence may be conveyed in School and Program standards.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

Updated 12/2022

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual

Updated 12/2022

Updated 12/2022

References (cited)

Cui, R., et. Al. (July 2020). Gender inequality in research productivity during the COVID-19 pandemic. June arXiv.

Fan, Y., Shepherd, L.J., Slavich, E., Waters, D., Stone, M., Abel, R., & Johnston, E.L. (2019). Gender and cultural bias in student evaluations: Why representation matters. PLOS ONE. <https://doi.org/10.1371/journal.pone.0209749>

Gabster, B.P., et al. (June 2020). Challenges for the female academic during the COVID-19 pandemic. *Lancet* (395).

SFT, Evaluation of Faculty and Librarians in the Time of COVID-19. Memorandum of Agreement, Sept. 3, 2020 fact BMC 0.02e1-11 (e)4 (m)-2 (or)3 (0.001 Tw 1(J)22Nr)3 (0-10 (M.gg0-1

Updated 12/2022

lens. Journal of Social Work Values and Ethics 13(1). <https://jswve.org/download/2016/articles/131-2016-25-ExploringWorkplace-Bullying.pdf>

Webster, M. (2016). Challenging workplace bullying: The role of social work leadership

integrity. Ethics and Social Welfare 10(4), 316-332. <https://doi.org/10.1080/17496535.2016.1155633>