

**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 elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

*Following are the standards for faculty evaluation for the **Social Work (SOWK) Program**. These 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 and 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 self-learning was required to launch courses mid-semester and recreate content to be delivered virtually. Stockton University's greater emphasis on retention has added significantly to the labor of everyone in the University community, as colleagues spend more time collaborating with EOF, LAP, Athletics, Veteran's Affairs, Care and Community Standards, and Student Success to track students and support them, in and out of the classroom. Faculty members send and respond to check-in emails, submit early alerts and follow up on them, participate in peer/student mentorship programs, and support a larger number of students who are not 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-19 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 if not impossible.

Furthermore, we note that although some COVID-19 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, including preceptorial teaching as applicable, will be evaluated in order to gain a clear understanding of each faculty member’s performance.

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 syllabi, and Degree Works notes/examples of impact.

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, 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 in-depth understanding of fundamental content principles and diverse practices that underpin teaching and learning about micro, mezzo, and macro level social work policy-practice.

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.

- 6.1.2.2 Sound course design and delivery in all teaching assignments—whether program non-program (e.g., interdisciplinary minors) 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.

Course goals and expectations should be consistent with written course standards / competencies established by the SOWK Program. General Studies syllabi will illustrate how faculty have developed and executed their new course or significantly modified an existing course to make it their own. Faculty may articulate how they integrate their social work values, teaching techniques, and experiences into the delivery of General Studies courses.

- 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, *goals/objectives*, grading, and attendance policies and the timely provision of copies to students.

Social Work course syllabi must demonstrate how standards of the CSWE are upheld and be competency-based. Faculty members must understand and use CSWE accreditation standards and collaborate to make sure curricular design is effectively and completely implemented.

Faculty members may document their excellence in this area by including syllabi and other evidence of course organization/pedagogic innovation 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 Demonstration of respect for students as members of the academic community through timely feedback and responses to student communications.

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, gender identity, sex, sexual orientation, marital status, age, political ideology, and religion. Faculty members will be able to document that their classrooms are mutually respectful environments.

Effective, clear, and timely communication to students about course and Program expectations is expected. Timeliness in grading assignments is a marker of excellence and effective communication. Timely communication includes responses to student questions and emails.

Although candidates have choices about what evidence to provide to support each teaching standard, the SOWK Program notes that all candidates' files are expected to include: Syllabi, Student Evaluations, Teaching Observations, and a substantive Self-Evaluation of Teaching. Candidates can choose to include additional items they think would help evaluators: course assignments, student work (with or without instructor feedback), unsolicited student communications, test results, evidence of successful adjustments in pedagogy or course design during a semester or from semester to semester, relevant scholarship, or discussion of relevant training experiences (Fan, Shepherd, Slavich, Eaters, Stone, Abel & Johnston, 2019).

In interpreting the evidence presented in files, SOWK faculty emphasize the use of multiple indicators. While each indicator may be an imperfect measure of teaching quality, combined, they can form a more meaningful mosaic for evaluation. In some instances, one indicator might help clarify or moderate the story told by another. As candidates prepare their self-evaluation as a guide to the multiple indicators of their excellent teaching, those indicators should include items such as the following examples:

- *A clearly stated, sound philosophy of teaching, linked to a teacher's pedagogical practice.*
- *Teaching observations, student evaluations, and other evidence that shows regular use of relevant pedagogical techniques for the students, subject, and course learning objectives.*
- *A pattern of IDEA summary results wherein at least half of scores are "similar" or "higher" when compared to other scores in the IDEA database, and/or the preponderance are 3.3 or higher.*
- *Themes/patterns from soft comments may be used to demonstrate excellence in teaching in conjunction with numeric IDEA scores or when IDEA scores are not used because the "short form" evaluation is indicated because of class size.*

Within the portfolio / file, the faculty member's self-evaluation of teaching will serve as the primary guide to the evidence contained in the file for the evaluation of teaching. We expect that each candidate will refer to relevant evidence as well as University, School, and Program standards in demonstrating the effectiveness of teaching in the self-evaluation.

Evidence of teaching techniques that shows the following: appropriate use of student feedback techniques gathered throughout the course schedule, use of

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 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.

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-bearing 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, and social and policy engagement for our students. All of these modes of student engagement, teaching,

and guidance are vital to our task, and will be recognized as examples of excellence in teaching. As such, a commitment to service learning and community engagement is particularly valued in our School.

The Social Work Program further recognizes as a component of teaching the ability to lead, promote, and/or participate in successful credit-bearing experiences in national / international education and engagement, meaning the application of principles, theories, and ideas to the larger world beyond the classroom and scholarly communities. Toward that end, candidates going up for tenure or promotion who have led opportunities including, but not restricted to, education abroad, study tours, led professional trainings and workshops, in the United States and globally, may include their efforts as a component of their file.

These standards for excellence in teaching apply to tenure and promotion to Associate Professor, and promotion to Professor (although it is recognized that peer observations are not required, and IDEA evaluations are not needed in every class for promotion to Professor).

6.1.3.5 Ability to create an inclusive and respectful environment.

6.2 Scholarly and Creative Activity

6.2.1 The teacher-scholar model recognizes that a serious and continuing commitment to engaging in the scholarship or creative activity of one's disciplinary and/or interdisciplinary work, consistent with rank and/or assigned responsibilities, enriches teaching and is the foundation of sustained excellence within the classroom.

The School of Social and Behavioral Sciences recognizes the value of innovative, original, disciplinary, and interdisciplinary scholarship. Scholarship that enriches or advances our understanding of social change and human behavior is clearly valuable and should not be constrained by disciplinary boundaries.

Teacher-scholars serve as important role models for the social work profession. Scholarly and creative work contributes to academia and enriches society by expanding knowledge, leading to real-world applications, and inspiring us. Traditional forms of academic scholarship are deemed very valuable (books, peer-reviewed journal articles, academic presentations) and so are other forms of scholarship (applied research conducted for agencies, conducting training or workshops for social work or related professionals, consults, grant writing, monographs, national teleconferences, practicing social work, program evaluation, and report writing, and dissemination are also viewed as primary traditional scholarship). The definition of scholarship, for social work faculty, encapsulates publications in journals, newsletters, on-line resources, etc.

In other words, across the range of Social and Behavioral Science Programs, the School encourages and recognizes program leadership and supports a variety of scholarly

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 a post-tenure 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 grant writing. 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 in 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 or 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 self-study)*

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

presenting a paper, workshop, or clinical training at an international, national, regional, or state conference). Evidence of scholarly productivity is cumulative but may not include publications and projects completed prior to appointment at Stockton. Publications may not be exclusively open-access for journals. Faculty are expected to provide details of the journal or conference and demonstrate its value and impact. In the event that a faculty member has an accepted conference presentation, but the conference is cancelled due to the COVID-19 pandemic, the presentation acceptance will be counted towards scholarly presentations.

Promotion to the rank of Professor: *The expectation shall be that the candidate will have achieved or have currently in process (accepted but not yet published in print) four peer-reviewed publications **and** four or more presentations at conferences (e.g. presenting a paper, workshop, or clinical training at an international, national, regional, or state conference) post tenure. Faculty are permitted to substitute another scholarly activity for one peer reviewed publication. Externally funded competitive grants, books, book chapters, and accreditation self-studies may be substituted for a single peer-reviewed publications, the rationale being these have undergone a rigorous peer-review process. Grants not funded may be considered scholarly if they are favorably evaluated by objective peer reviewers. It is important to recognize that in all the above circumstances, where the intended process of peer review is not in place, a faculty member should find alternative methods to demonstrate the quality and impact of their scholarship.*

- 6.2.4 The burden is always 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.
- 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

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 well-being 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 citizens, shape public dialogue, inform policymaking, and improve the lives of diverse people across the lifespan.

In our School, Programs may determine the relative value of these forms of dissemination.

6.2.4.6 The University 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.

6.2.4.6.2 Articles, essays, and creative writing should be published in appropriate scholarly/creative journals or venues, 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/creative reputation and whether or not the journal or proceedings are peer reviewed.

6.2.4.6.3 Scholarly and creative activity that involves students as co-presenters, co-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 Where reviews are included in a file as evidence of the worth of a candidate's scholarly or artistic work, attention should be given to the professional credentials of the reviewer and the reputation of the journal or publication as specified in School and/or Program standards.

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 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. Faculty may document the number of paid or pro bono hours spent, feedback from professional observers, and so on.

- 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. 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 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.

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 self-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 are expected to significantly contribute to program service.*

Service to the program may also include formal and informal mentorship, research collaboration, conducting Peer Observations of Teaching, and tenure file advising.

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 institutes or 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-learning 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-learning 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.
- 6.3.5 Evidence of effectiveness in University 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 University, or of a non-University 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.

In our School, service which brings a faculty member's skills, analytical abilities, or academic expertise to bear on a social challenge or objective is particularly valuable; similarly, general social engagement that enriches the community, tightens the bonds between campus and community, helps fulfill the University's responsibilities as citizen, or allows the faculty member to form a richer understanding of community issues and bring that understanding to their teaching is also of value.

In SOWK, documentation of the impact/significance and effectiveness of service might include items such as letters detailing individual contributions from selected committee chairs or persons in leadership positions of organizations.

Pro-bono services from concurrent practice endeavors are valued.

Service includes supportive, respectful, and professional interaction with peers. As stated earlier, 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 in their interactions with colleagues. Excellence in service for social work absolutely requires respect for colleagues, 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, gender identity, sex, sexual orientation, marital status, age, political ideology, and religion. Faculty should be able to reflect throughout the narrative how they incorporate social workers' ethical responsibilities to colleagues: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics>

Relevant sections from The Social Work Code of Ethics are quoted below:

Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(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.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(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 harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

6.4 Non-Tenure Track Positions (NTTP)

Professional Responsibilities

The teaching assignment for an NTTP shall be thirty-two (32) teaching credit hours for ten-month positions and forty (40) teaching credit hours for twelve-month positions. As noted above, other duties may be assigned in lieu of teaching, such as clinical or student supervision, academically related duties, or appropriate in-unit program-related responsibilities. These specific non-teaching duties will be assigned by the Dean, and specified in each NTTP's letter of appointment. The union shall receive a copy of the letter of offer from the Dean prior to the issuance of a formal contract. Management shall agree to provide the union a list of NTTPs with their teaching loads and non-teaching assignments on an annual basis.

During the period of instruction, NTTPs shall be present on campus as necessary to perform their assigned responsibilities, including office hours. Any assigned duties performed away from campus require specific approval from the Dean. In such circumstances, the NTTP shall be accessible to students, instructors, and staff through in-person, electronic, telephonic, or written modes of communication.

NTTPs will be expected to contribute service to the program, school, and the university, such as by serving on committees and actively participating in the committees' work. The nature of this service may vary with programmatic needs and the capabilities of the NTTPs.

6.4.1 *In SOWK, NTTP will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document, as they pertain to Assistant Professors who are working to obtain tenure and promotion.*

Summary

Academic programs in the School of Social and Behavioral Sciences may define more specific guidelines for faculty promotion and advancement. Such guidelines may specify particular expectations for teaching, service, or research based on that program's priorities and needs. In addition, program standards might offer contextual details that help frame and define the professional expectations and norms in the respective discipline; this will help frame the individual faculty member's achievements for reviewers outside the discipline and enrich evaluators' understanding of program developments and needs as candidates' files are reviewed.

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