

**Department of Social Work
RPT Elaborations
Adopted 8-31-11**

Preamble

Because of the centrality of teaching to the mission of the CSU and the Department of Social Work, the highest priority in evaluating candidates for retention, promotion, and tenure should be placed on teaching effectiveness.

Additionally, community service is a critical component of the Master of Social Work Program. Community service includes working with professional organizations, social agencies, community groups, and clients to professionalize social work practice, build better communities, and pursue social justice. As such, the area of community service is highly valued in evaluating candidates for retention, promotion, or tenure.

Finally, given the Program's mission, scholarship that encourages and fosters the building of a community of scholars and that promotes actions towards social justice is given the highest regard. Consistent with CSWE Accreditation Standards, the Master of Social Work Program places a high premium on scholarship that contributes to "the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons" (CSWE Education Policy and Accreditation Standards, 2008).

Accomplishments in scholarship, while important to retention, promotion, and tenure, should not outweigh the importance of accomplishments in teaching and service.

Professional Preparation

The MSW from an accredited social work program is considered the terminal degree in social work practice. At CSU, Stanislaus MSW Program an MSW degree and a doctorate degree is preferred for all tenure track positions and will be required for most of these positions. An MSW with special expertise may be determined to be acceptable when that expertise is needed for the program.

Teaching

Teaching includes traditional activities and methods to enhance teaching and improve teaching effectiveness, as well as faculty participation in activities that develop and enhance their own social work expertise. As social work is an applied profession and the MSW is the terminal practice degree, to be an effective social work educator it is important for faculty to remain connected to and stay current with social work practice. As such, our department elaborations emphasize the importance of the continued development of professional expertise in classroom pedagogy and in professional social work.

Indicators of quality teaching and teaching effectiveness are listed below. Indicators other than those listed may be substituted at the discretion of the Department RPTC.

Applicants for retention should engage in the following types of activities. Applicants for tenure and promotion to Associate Professor should demonstrate they have met some of these criteria. Applicants for promotion to Professor should demonstrate they have sustained quality of teaching over time.

- Articulating a teaching philosophy and framework that are consistent with the mission of the MSW program.
- Receiving classroom teaching evaluations in the average or above range in most instances as measured by the current standard of the IDEA form and any other assessment methods.
- Serving as Chair or Graduate Reader for completed master's theses or graduate projects.
- Taking a lead role or making significant contributions to development of new programs, concentrations, options, courses, syllabi, or pedagogical models for the Social Work Department.
- Incorporating new or innovative teaching strategies such as the use of technology, on-line or hybrid models/methods, seminar/workshop learning activities, peer/team teaching, involving students in teaching/learning models of pedagogy, etc.
- Creating, utilizing, and/or maintaining course syllabi that are congruent with the requirements of the Council on Social Work Education.
- Attending seminars, workshops, continuing education events, and other trainings to improve knowledge and skills of *teaching pedagogy*, of *social work practice, policy and research*, or to *obtain or maintain a professional social work license*.
- Providing evidence of student engagement in learning via course assignments and activities that correspond to course learning objectives.
- Providing evidence of student acquisition of course content.

Service (community, university, and professional)

As previously stated, given the Program's mission, community service is a critical component of the Master of Social Work Program. Community service includes working with professional organizations, social agencies, community groups, and clients to professionalize social work practice, build better communities, and pursue social justice.

Service also includes work on committees for the Department of Social Work, the College Health and Human Sciences, and the University.

Candidates for retention, promotion, and tenure are expected to engage in service activities in one or more arena of service (community-based, university-based, or professionally-based). Applicants for promotion to Associate Professor should demonstrate they have met the criteria in one or more arenas. Applicants for promotion to Professor should demonstrate they have met these criteria in at least two of the arenas

of service, although not all in the same year. Examples of services may include, but are not limited to:

- Reviewing grants, program proposals, and/or research projects and proposals for foundations or governmental agencies.
- Completing activities intended to support community and agency development and service delivery, including serving on advisory or executive boards and/or planning committees, direct consultation, grass roots organizing, etc.
- Providing services to unserved, underserved, and/or vulnerable populations to support their efforts to form networks, develop advocacy, improve services, and achieve social and economic justice.
- Completing activities intended to support the social work department, college, and university in its role as a critical member of the greater community, such as the Annual Social Work event, Field Instructor Appreciation events, Field Instructor trainings, College events, Student Organizations, etc.
- Participating in University activities which support or contribute to University accreditation.
- Chairing or serving on Department, College, University, and/or CSU system-wide committees.
- Chairing or serving on committees or Boards for professional organizations, public agencies, or community based non profits that further the mission of social work.
- Maintaining membership and participation in social work and other professional organizations.

Scholarship

In many venues “scholarship” has become synonymous with traditional research and publication productivity, and many promotion and tenure standards have begun to “emphasize national over local accomplishments and to value published and peer-reviewed writing over other forms of faculty work” (O’Meara, 2002, p. 58). Many have suggested, however, that “assessing and rewarding multiple forms of scholarship with academic reward systems encourages faculty to emphasize different kinds of work over their career and elevates the status of teaching and service to their rightful place beside research within academic culture” (O’Meara, 2002, p. 58).

Scholarship in Social Work includes both traditional and expanded views of scholarship. The traditional definition includes research, academic study, peer review, and publication. The expanded view includes activities which support and enhance the sharing and application of knowledge with students and community as well as with professional colleagues. This definition can be understood, in part, by using Boyer’s (1990) conceptualization of scholarship as including teaching, discovering, integrating, and applying knowledge. In Social Work scholarship includes teaching, discovering, integrating, applying, and *sharing* knowledge with people most impacted by professional social work, most especially students, community partners, consumers, other members of the community at large, and other professionals.

Scholarship in the Master of Social Work Program involves both process and product. We recognize that the *process* of engaging in scholarship in the social work arena is as vital as the eventual products that result. Additionally, we acknowledge the fact that innovation, complexity, and advancement in social work knowledge can best occur when considerable time, energy, and resources are devoted to the work that is necessary to pursue scholarship processes that promote social justice. Scholarly *products* are the results of scholarly processes. Scholarly products most typically relate to activities directed toward obtaining funding for research, preparing and conducting research, and disseminating the findings of research through publications and presentations in various venues.

Scholarship in social work should include both process and product, including some peer-reviewed activities. Applicants for tenure and promotion to Associate Professor should demonstrate they have engaged in quality scholarly activities which are valuable to the discipline and to social work constituents, and which either contributes to the knowledge base or to the *use* of knowledge in social work. Applicants for promotion to Professor should demonstrate they have focused on a particular area and/or met several criteria for scholarship.

Activities related to Scholarly Processes:

- Fostering relationships with community constituents with the purpose of building a community of scholars that promotes actions towards social justice.
- Engaging with members of the community in dialogue, critical reflection, and/or actions that foster the development of a learning community that promotes actions towards social justice.
- Conducting research, making presentations, or engaging in other scholarly activities with community constituents that contribute to “the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons” (CSWE, 2008).
- Engaging with and making significant contributions to collaborative or agency-based grant or program proposals and/or evaluations.
- Serving as peer-reviewer for professional journals or for professional conferences to review manuscripts, conference proposals, and/or grant applications.
- Making significant contributions to social work scholarship by chairing or serving on committees or editorial boards of professional journals.

Activities related to Scholarly Products:

- Preparing research or scholarly manuscripts intended to promote social justice.
- Disseminating scholarly manuscripts to the broader community of professionals, practitioners, and consumers.
- Publishing literature reviews, book reviews, articles, conference proceedings, chapters, or reports in peer reviewed journals, monographs, or books.

- Presenting papers, posters, workshops, addresses, or participating on symposia or panels at conferences with competitive peer reviewed submission processes, and/or at local, regional, state, national and international levels as a result of professional expertise or by invitation.
- Publishing (as author, co-author, editor, or co-editor) a book for professional or general audiences.
- Writing and submitting applications for external grant funding, whether received or not.
- Receiving funding awards – internal or external, public or private – for scholarly activities.
- Developing and disseminating curriculum modules for agency-based training or professional organizations based on competitive RFPs, professional expertise, or by invitation.
- Writing major components of or creating tools for Department accreditation reports incorporating professional body of evidence and best practices to develop, meet, or evaluate program's progress on meeting national published academic standards.
- Completing research studies, activities centered on program evaluation, or program assessments for the department, college, or university, or for community partners.