

## Department of Social Work

### Department Evaluation Committee (DEC) Guidelines

#### Social Work Mission Statement

The mission of the Department of Social Work is to educate students on all core competencies for entry-level generalist social work practice in a global context. Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research-informed practice models. Students engage, assess, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession. Students advance human rights and social and economic justice through policy, practice and client self-determination, empowerment, and self-sufficiency with a respect for client strengths and resilience. The social work program is offered in two delivery models; the traditional undergraduate program day program and an evening/weekend program option, with core courses offered in the evening and Saturday. **Learning Outcomes:** Students graduating with a BA in social work will have met the required demonstrated learning outcomes mandated by the Council of Social Work Education (CSWE) and the National Association of Social Workers (NASW) with an emphasis on social work knowledge, values and skills in generalist social work competencies.

#### **At the completion of the degree program in generalist social work, completers will be able to:**

- Apply social work ethical principles to guide professional social work practice towards the development of professional identity
- Engage in critical thinking to assess, intervene and evaluate client systems and practice settings
- Engage in research-informed practice and practice-informed research with diverse and at risk client systems and practice settings
- Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context
- Advance knowledge and practice of cultural competency through application of learning and engagement of diverse client at-risk client systems of various sizes
- Analyze, develop, evaluate and advocate for policy to enhance social and economic justice

To fulfill the mission of the Department of Social Work faculty will demonstrate professional actions and values and will submit such evidence in the four areas of productive activity to Central Connecticut State University, the School of Education and Professional Studies and the Social Work Department as stated in CSU-AAUP Collective Bargaining Agreement (August 25, 2007-August 25, 2016). The four areas are: load credit activity, creative activity, service, and professional activity. Each faculty will provide evidence in the form of ‘materials and data,’ to the DEC (Department Evaluation Committee), for the committee to review, evaluate and assess the faculty contributions in each of the four areas. The Department encourages the submission of creative activities that demonstrate wide variety of methods faculty members may use to fulfill the mission of the Department, the School and/or the University.

## Mentoring

New tenure-track faculty members to the Department will be assigned a mentor or given opportunities to select senior faculty who will serve as resources and guides to the Department, University and to assist in the development of professorship skills and competencies within the academy. The mentoring will be provided by a volunteer senior faculty who will arrange to meet with each new non-tenured full-time faculty member a minimum of once per month during the academic year to discuss issues of concern or interest (e.g. faculty activities on campus, advising, load credit, curriculum, tenure and promotion portfolio, scheduling, budget, travel, etc.). Mentoring will be provided in informal and open group meetings with the non-tenured faculty. Additionally a new tenure track faculty member may request a mentor from among the tenured associate or full professors outside of the Department who volunteer to serve in such capacity. A list of volunteers will be available from the Department Chairperson. In addition, non-tenured faculty members will be encouraged to seek informal guidance from other faculty in the academy as desired.

### I. Expectations of Faculty for Tenure, Associate Professor and Full Professor

- Faculty will teach courses within the social work department and will teach electives in their area of expertise: “Instructional Load Credits” (*Article 10.2 p. 67*). Please see Section II item A of this document and the CSU- AAUP Collective Bargaining Agreement, August 25, 2007-August 25, 2016 for: “Other Load Credit Activity,” “Specialized Assignments” (*Article 10.4, p. 68*); “Reassigned Time (*Article 10.6 p. 70*); “Reassigned Time for Curriculum Development, Faculty Development, and Instructional Enhancement” (*Article 10.6.5*) “Reassigned time for Supported Research” (*Article 10.10, p. 74*) (*CSU- AAUP Collective Bargaining Agreement, August 25, 2007-August 25, 2016*).
- Faculty will engage in creative activities appropriate to their field and professional goals.  
*4.11.9.2 Creative activity appropriate to one’s field, such as delivering papers at professional conferences, production/performance of artistic works, research, study and publication (CSU- AAUP Collective Bargaining Agreement 2007-2016, p. 26).*
- Faculty will advise and mentor students by providing academic and professional information that facilitate student success in developing social work competencies, skills, ethics and values based on the mandates of the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW).

Council on Social Work Education (2015) Educational Policy and Accreditation Standards

*“Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes”* (CSWE 2015, p. 1)

#### **Educational Policy 3.2 – Faculty**

*“Faculty qualifications, including experience related to the Social Work Competencies, an*

*appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned” (CSWE 2015. P.13).*

- Faculty will contribute their expertise and knowledge to the development of students, the Department, the University and the larger community and profession adhering to National Association Code of Ethics (2008):
  - *“The mission of the social work profession is rooted in a set of core values. There core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:*
    - *Service*
    - *Social justice*
    - *Dignity and worth of the person*
    - *Importance of human relationships*
    - *Integrity*
    - *Competence*
  - This constellation of core values reflects what is unique to the social work profession. Core values, and the principals that flow from them, must be balanced within the context and complexity of the human experience” (NASW Code of Ethics, 2008).*
- Full-time, untenured, tenure track faculty will annually prepare a portfolio of documents for review by the Department Evaluation Committee that demonstrates the candidate's on-going activities and substantive accomplishments in load credit activity, creative activity, service and professional activity.
- Faculty seeking **tenure** will prepare a portfolio of documents that demonstrates the candidate's ongoing activities and substantive accomplishments during years at CCSU and during any professional period for which years toward tenure were granted on initial appointment. To receive a commendatory assessment by the DEC, candidates should meet expectations in all areas and/or demonstrate significant growth in skills and activities overtime. Please see Section II, page 4 of this document for “Materials as Evidence in each of the Four Areas of Productive Activity” and Table on page 7, “**Tenure.**”
- Faculty seeking promotion to Associate Professor will prepare a portfolio of documents that demonstrates the candidate's on-going activities and substantive accomplishments during years in current rank. To receive a commendatory assessment by the DEC candidates should meet expectations in all areas. Candidate must also demonstrate sufficient history of accomplishments and commitment to continue to be engaged as a teacher, scholar and professional. Please see Section II, page 4 of this document for “Materials as Evidence in Each of the Four Areas of Productive Activity” and Table on page 6, “Associate Professor.”

□ Faculty seeking promotion to Professor will prepare a portfolio of documents that demonstrates the candidate's ongoing activities and substantive accomplishments over career and especially during years in current rank. Portfolios and curricula vitae should be clearly organized with different categories and subcategories of activity clearly delineated and listed. Candidates are encouraged to discuss portfolio organization with Department Evaluation Committee members, especially in cases in which there is uncertainty as to where to list an activity. To receive a commendatory assessment by the DEC candidates should meet expectations in all areas. Faculty must also demonstrate sufficient history of accomplishments and commitment to continue to be engaged as a teacher, scholar and professional. Please see Section II, page 4 of this document for "Materials as Evidence in each of the Four Areas of Productive Activity," and Table on page 7, "Full Professor." Materials submitted must be submitted in a timely manner according to the CSU-AAUP timetable. Please see Appendix table 1 noting the Evaluation Process Due Dates obtained from Collective Bargaining Agreement, (CSU-AAUP Collective Bargaining Agreement 2007-2016, p. 23).

## II. Materials as Evidence in Each of the Four Areas of Productive Activity

The faculty is expected to be productive in four areas: load credit activity, creative activity, service and professional activity. The lists of material evidence are identified specific to the Department of social work and the profession of social work.

### A. Load Credit Activity

#### Teaching:

- Course material (e.g. handouts, exams, worksheets, assignments)
- Syllabi and/or curriculum proposals for newly developed electives or revised courses
- Overview of courses taught (e.g. class size, level, departmental requirement, elective, multiple preparation of diverse core courses and/or electives)
- Explanation of teaching innovations
- New courses(s) introduced
- Special projects developed for teaching purposes
- Student opinion surveys (numerical/averaged)
- Student opinion surveys (copied with original comments/typed for clarity)
- Statement of teaching philosophy
- Statement of teaching goals
- Explanation of efforts taken to improve teaching
- Peer evaluations based on classroom visits or collaborations
- Curriculum development and/or other teaching-related grants
- Letters from students or alumni
- Teaching awards or nominations
- Teaching excellence presentations

#### Other Load Credit Activity:

- Administrative responsibilities for which reassigned time was provided
- Assessment activities for which reassigned time was provided
- Research activities for which reassigned time was provided
- Sabbatical leave
- Additional appropriate materials to evaluate non-teaching load credit, such as reassigned time, field education coordinator, evening/ weekend program coordinator or department chairperson

### B. Creative Activity

- Applications of research
- Articles and book chapters (peer-reviewed, non-peer-reviewed)
- Evidence of scholarship agenda, research agenda, publications presentations
- Conference presentations, chair conference, panel member
- Conference proposals
- Grant proposals & grant awards such as AAUP University Research Award, SEPS Research Re-assigned time award

- CSU/CCSU Trustee Research Award, CCSU Faculty Development, CSU/AAUP Research Grant
- External Funded Grants
- Internal Funded Grants
- Research reports to external sponsors
- Ongoing creative activity program or programs
- Journal publications specific to social work
- Book contract related to social work
- Published book or chapter related to social work
- Edited Volumes
- Editorship of professional journal or newsletter in social work
- Submitted manuscripts or grant applications (with explanation of current stage)
- Work in progress
- Letters of support from scholars in the field

### **C. Productive Service to the Department and University Activity**

#### **Direct Service:**

- Academic advising, Overview of academic advising (e.g. number of students advised, academic assistance)
- Administrative support work (e.g., school-wide governance, admission reviews, accreditation and assessment work, student portfolio reviews)
- Contributing to re-affirmation self-study, assessments, narratives or other accreditation materials
- Contributing to required Department reports, developing mentoring guidelines, peer evaluation and teaching observations, and website maintenance
- Committee work at Department, School, University, and System levels; service as a committee officer should be noted
- Involvement with student organizations, residences, etc.
- Mentoring junior faculty in the Department
- Overview of student professional and academic development and support, e.g. mentoring, assisting students with applications for jobs or graduate schools, promoting student research, promoting student presentations in public settings, conferences or panels
- Contributions to enhance equal opportunity and diversity on campus
- Involvement with Department student organizations (e.g. faculty advisor to Social Work Club or Phi Alpha)
- Representing the Department at University Open Houses and other campus events
- Assisting in departmental assessment of student outcomes
- Involvement in extracurricular activities, including bringing guest speakers to campus, or organizing a conference or a panel presentation or participating on a panel or conference on campus
- Organizing or participating in off-campus and/or off-hours activities for students or faculty to promote student learning, civic engagement (e.g. lobby training with NASW, government or political events) or to provide a community service
- Involvement and/or collaboration with interdisciplinary programs within the school and University
- Participating on advisory councils, boards, steering committees or other university boards or community boards for interdisciplinary programs or for social work professional programs or initiatives
- Building field agency collaborative relationships to enhance student learning in the profession

#### **Service as a representative of CCSU (limited to activities that use the faculty's professional expertise):**

- Expert witness testimony

- Outreach and service to schools and other educational organizations
- Participation in community affairs
- Services to agencies, public and private organizations
- Service to citizen/client groups
- Service to government agencies
- Service to accrediting body (e.g. committee work or position with Council on Social Work Education [CSWE] or National Association of Social Work, [NASW] at the state, and/or national level or membership in NASW – Black or NASW Latino chapters)

#### **D. Professional Activity**

- Active participation in professional and learning opportunities within the social work profession
- Attending Conferences or Seminars
- Chairing conference sessions or serving as a discussant
- Membership in NASW
- Membership in Association of Baccalaureate Social Work Program Directors, Inc. (BPD)
- Organizing conferences on campus, in community, state or national level
- Serving on conference communities
- Serving as an elected official in social work organizations, state or national level (e.g. CSWE or NASW)
- Organizing sessions in conferences
- Serving as a peer reviewer or juror for journals or granting agencies
- Serving as an editor for a journal
- Serving as a member of a social work awarding committee
- Serving as board or committee member in the larger community as a representative of CCSU and/or as a Social Work Faculty, Social Work Advocate or Social Work Clinician
- Reviewing manuscripts for publishers, and /or academic journals
- Engaging in pro-bono research or offering pro-bono professional series to non-profit groups
- Serving as an officer of a professional scholarly organization (e.g. Society for SW Research)
- Serving as an expert witness
- Providing legislative testimony
- Membership and or service in any of the following:
  - Council on Social Work Education Annual Program Meeting (CSWE-APM), The Action Network for Social Work Education and Research (ANSWER) is a coalition of the following organizations: Association of Baccalaureate Social Work Program Directors (BPD), Group for the Advancement of Doctoral Education (GADE) Institute for the Advancement of Social Work Research (IASWR), National Association of Deans and Directors of Schools of Social Work (NADD), National Association of Social Workers (NASW), and Society for Social Work and Research (SSWR), Gerontological Society of America (GSA), etc:

### III. Guidelines to differentiate standards for promotion to Associate Professor, Tenure and to Full Professor

Evidence & Data Sources	Tenure	Associate Professor	Full Professor
<b>Candidates For Tenure, Associate Professor &amp; Full Professor</b>	<b>Minimum Expectations</b>	<b>Minimum Expectations</b>	<b>Minimum Expectations</b>
<ul style="list-style-type: none"> <li>*Narrative</li> <li>*Research</li> <li>*Curriculum Vitae</li> <li>*Portfolio</li> <li>*Self-designed student evaluations/assessment instrument approved by department</li> <li>*Course syllabi</li> <li>*DEC Interview</li> <li>*Documentation, such as award letter, Letter of Acceptance for Presentation/Publication, manuscript, PowerPoint presentation, etc.</li> <li>*Peer Mentor's Feedback</li> <li>*Professional Colleague Observation Rubric</li> <li>*Student Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>*Evidence of scholarship agenda--research Publications &amp; presentations at local, state, regional and/or national/international professional conference such as: CSWE-APM, ANSWER, BPD, GADE, IASWR, NADD, NASW, SSWR, GSA,</li> <li>And/or</li> <li>*Evidence of an <b><u>engaged scholarship agenda</u></b>--a long term project that intersects research, teaching, professional community service</li> <li>*Evidence of having <b><u>initiated</u></b> the scholarship agenda--research, publications and presentations at local, state, regional and/or international professional conferences CSWE, APM, ANSWER, BPD, GADE, IASWR,</li> </ul>	<ul style="list-style-type: none"> <li>*Evidence of <b><u>beginning implementation</u></b> of <b><u>engaged</u></b> scholarship--a long term project that intersects research, teaching, professional community service, which will be presented in a narrative format with appropriate documentation</li> <li>And/or</li> <li>*Evidence of <b><u>having implemented</u></b> scholarship agenda, such as completed research, published article, conference presentations at local, state, regional and/or national/international professional conferences such as: CSWE-APM, ANSWER, BPD, GADE, IASWR, NADD, NASW, SSWR, GSA,</li> <li>Examples of evidence of <b><u>implementation</u></b> of scholarship may include:</li> </ul>	<ul style="list-style-type: none"> <li>*Evidence of a <b><u>focused themed</u></b> body of scholarly work that intersects across research, teaching and professional community service, which will be presented in a narrative format with appropriate documentation</li> <li>Evidence of <b><u>established patterns</u></b> of scholarship since last promotion to Associate Professor</li> <li>Examples of evidence of <b><u>established and/or ongoing</u></b> scholarship agenda may include: <ul style="list-style-type: none"> <li>*Research report</li> <li>*Conference presentations, including chairing sessions, or service as discussant</li> <li>*Conference proposals</li> <li>*Grant proposals and awards, such as AAUP University Research Award, SEPS Research Reassigned Time, CSU/CCSU Trustee</li> </ul> </li> </ul>



	<p>NADD, NASW, SSWR, GSA,</p> <p>Examples of evidence of <b>initiation</b> of scholarship agenda may include:</p> <ul style="list-style-type: none"> <li>*Research report</li> <li>*Conference presentations, including chairing sessions, or serving as discussant</li> <li>*Conference proposals</li> <li>*Grant proposals &amp; awards such as AAUP University Research Award, SEPS</li> </ul>	<ul style="list-style-type: none"> <li>*Research report</li> <li>*Conference presentations, including chairing sessions, or serving as discussant</li> <li>*Conference proposals</li> <li>*Grant proposals and awards such as AAUP University Research Award, SEPS Research Reassigned Time, CSU/CCSU Trustee Research Award, CCSU Faculty</li> <li>*Development and/or Summer, weekend evening SW program Curriculum Grant, CSU/AAUP University Research Grant</li> <li>*Journal publications specific to Social Work</li> <li>*Book contract related to Social Work</li> <li>Published book or chapter related to social work</li> <li>*Editorship of professional journal or newsletter in social work such as NASW Social Work Journals, Smith College Studies in Social Work, Society for Social Work Research, Gerontology, Journal of Social Work Education, etc:</li> <li>*Department editorship of Department newsletter or columnist in journal/newsletter in social work</li> </ul>	<p>Research Award, CCSU Faculty</p> <p>Development and or Summer Curriculum Grant, CSU/AAUP University Research Grant</p> <ul style="list-style-type: none"> <li>*Journal Publications specific to social work profession</li> <li>*Book contract related to Social Work</li> <li>*Published book or chapter related to Social Work</li> <li>*Editorship of professional journal or newsletter in discipline, such as NASW Social Work Journals, Smith College Studies in Social Work, Society for Social Work Research, Gerontology, Journal of Social Work Education, etc:</li> </ul>
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- **Tenured members** of the faculty shall receive one professional assessment once every six years (or earlier).

*4.11.9.2 "Professional Assessment - Each tenured member shall receive one professional assessment every six (6) years unless: (a) the DEC, in an effort to assist, schedules the next assessment in less than six (6) years, or (b) the affected member requests more frequent assessment....the purpose of this assessment shall be to measure the member's teaching effectiveness, and/or primary professional function, service to the department and university, scholarship and professional activity in order to further the member's professional growth (CSU-AAUP Collective Bargaining Agreement 2007-2016, p. 28).*

Author: Department of Social Work Chair, Delia J. Gonzalez Sanders: Reviewed & approved by Department Social Work Faculty during Faculty Retreat 5/29/15.

## **Table 1**

**Please refer to CSU-AAUP Collective Bargaining Agreement 2007-2016 p. 23, for Table 1 Evaluation Process Due Dates**

**6/3/15**

**djgs Revised to add Mentoring 10/2/15**