

Renewal Policy for Clinical Professor

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Clinical Professor Purpose

Clinical Professors play a critical role in the educating of future social workers. Persons in this position provide continuity in the supervision of students during their field placements, advise majors, teach courses, and provide service to the Department, the University, and the profession.

The purpose of this document is to set forth the rules and procedures that are to be followed by the Social Work Department in recommending renewal or non-renewal of continuing clinical professors. In addition, it provides candidates information on what will be used to evaluate their performance.

If there is a conflict between this document and documents issued by the State of Wisconsin, the Board of Regents or the university, the latter documents must be followed.

Evaluation of Performance Weightings

The evaluation of the performance of clinical professors shall be split evenly between their administrative function as MSW Field Coordinator (50%) and their performance in teaching (20% to 25%), service (10%), and professional practice (15% to 20%), with the sum of the last three items equaling 50%. The clinical professor should indicate the precise weighting of these areas when their renewal materials are submitted.

Clinical Professor Procedures

The Social Work Department Tenure/ Renewal Committee shall evaluate all continuing clinical professors who are candidates for renewal. All tenured faculty of the department are members of this committee.

The department chair, in accordance with the University Administrative Calendar, will inform all candidates of when their reappointment will be considered by the Tenure/ Renewal Committee. The department chair will ensure both that the candidate has adequate time to prepare his/her materials and that the Tenure/ Renewal Committee has adequate time to review these materials. The individual being reviewed will be provided a copy of this policy which describes performance expectations in a timely manner.

It shall be the responsibility of the chair of the Tenure/ Renewal Committee to schedule, advertise, and conduct all meetings; record votes and complete all forms according to the committee's instructions; inform all candidates of the committee's action; and preside at all reconsideration meetings.

Should a Clinical Professor be appointed to the role of MSW Field Coordinator, BSW Field Coordinator, BSW Program Coordinator or MSW Program Coordinator, the Clinical Professor receives a reduction in the teaching assignments. In the instance of a clinical professor being appointed the MSW Field Coordinator the reassignment is fifty percent.

The appointment of MSW Field Coordinator (50%) includes the following duties: Establish and maintain relationships with new agencies and approved placement sites for MSW students, act as the contact person and be responsive to students, field agencies, field supervisors and field instructors regarding MSW field internships, be available to students and field staff at least 20 hours per week, prepare MSW students for the field application process, prepare MSW students for the field application process, match MSW students with appropriate field agencies, maintain pertinent and current documentation of administration and contents of the MSW Field Program, collaborate with the BSW Field Coordinator to ensure good communication when field agencies are shared, teach at least 3 credits in the MSW curriculum, serve as co-chair of the Department of Social Work Field Committee and as a member of the Community Advisory Committee.

Clinical Professor Administrative Expectations

Position requirements: Clinical professors hold an MSW degree from a CSWE accredited MSW Program and may also have earned a doctorate degree, have a minimum of three years of social work practice experience, have taught within a Social Work degree program for at least for semesters/48 credits, are qualified to teach in at least three curriculum areas (micro and/or macro practice, research, policy, HBSE, and/or Field), actively participate in the CSWE accreditation process, serve on at least three department committees, actively seek opportunities to serve on college or university committee.

Practicum teaching requirements: Clinical professors also provide MSW or BSW supervisory consultation to students enrolled in a practicum course who are placed at agencies where social work supervision, as outlined by the Council of Social Work Education (CSWE), is not available at the agency. Clinical professors provide supervisory consultation for up to 4 MSW practicum-enrolled students, as needed.

Professional license or certification requirements: Clinical professors must hold one of the following social work license or certification in the state of Wisconsin: Advanced Practice Social Work, Independent Social Work, School Social Worker - DPI, or Licensed Clinical Social Worker.

Clinical professors are eligible to apply for renewable three-year contract appointments, but are not eligible for tenure. Clinical professors who meet the qualifications for a tenure-track position in the department may apply for such position if posted.

Evidence of Administrative Effectiveness:

There are many indicators that the clinical professor is fulfilling the duties of MSW Field Coordinator in a satisfactory or salutary manner. Effectiveness can be readily seen by finding appropriate field placements for all of the MSW students, ones that are both beneficial to the students and not overly burdensome to the host placement site.

Evidence that documents effectiveness in administration of MSW Field Coordination should focus upon describing the maintenance of long-standing and establishment of new field placement sites for MSW students. The renewal materials should include a listing of agencies and approved sites for MSW field placements, including the number of students assigned to the various agencies and the number of persons from the various agencies supervising the students during their field placements. New additions to the list should be explained, and the clinical professor's efforts to recruit these sites should be described. Efforts to diversify the geographic location of the sites appropriate to the residences of the MSW students should be described as well as efforts to enhance the diversity of field placement sites with respect to their topical specialty (such as mental health versus healthcare in general) and population diversity (age, ethnicity, race, gender, socio-economic, and other variables).

Evidence should document or explain decisions to delete agencies as well as efforts to recruit new agencies and field placement sites, even if not successful. Where available, provide information estimating the number of phone calls made to agencies and the number of individuals at various agencies contacted by e-mail or other means.

Successful field placements of MSW students also requires input from students. Provide documentation regarding the process to solicit student preferences for placement sites, and explain any special challenges that needed to be overcome to place certain difficult to place students. If particular efforts have been made to increase the number of sites to deal with these challenges, these should be documented. Interactions with MSW field coordinators at other institutions, such as to find placement sites for students who wish to be placed at some distance from this university or to discover agencies which have unfilled slots for field students, should be described. In a like manner, such interactions with BSW field coordinators at this University and other institutions should be described, if appropriate.

Describe and document as appropriate any orientation sessions with students to explain the field placement process. Whenever updates are made to the field manual prepared for students, provide any involvement that you as clinical professor may have had. Describe any special services that have been provided to students or agencies to facilitate successful placement of MSW students into the field.

Teaching

“Teaching is the critical ingredient that provides the mechanism by which two major purposes of the institution are achieved. Education should be concerned with experiences, which strengthen human relationships, forge common bonds, and enhance the quality of life. Its emphasis should concern areas of our interrelatedness as members of the human community. Education should also develop within students the capacity for further learning in a particular discipline, concentrating on the knowledge and skills unique to the discipline and of value to graduates in the world of vocation” (UW Oshkosh Faculty and Academic Staff Handbook, FAC 1. A. 3 (3), page 222, 2013). The Department places the greatest weight on teaching, and quality teaching is required for contract renewal for clinical professors.

Indicators of Teaching Effectiveness

The Department expects faculty and continuing academic staff to be effective teachers. Effective teaching is characterized by activities that typically include:

- Exhibiting thorough knowledge of the subject matter.
- Organizing syllabi in a manner consistent with CSWE Educational Policy Accreditation Standard (EPAS) requirements and departmental policies.
- Communicating and sharing knowledge with students in a manner consistent with best practices in higher education.
- Challenging students to be critical thinkers and problem-solvers.
- Maintaining rigorous academic standards.
- Being fair and transparent regarding student assessment and grading.
- Providing grading rubrics when possible.
- Employing diverse teaching techniques/strategies to engage all learning styles.
- Incorporating adult learning principles in teaching.
- Regularly updating course content to reflect evidence-based practice and current knowledge/technology.
- Developing new courses and instructional techniques.
- Demonstrating enthusiasm and commitment to high quality teaching.
- Contributing to collective development of curriculum or curriculum revision.
- Presenting effective and creative educational strategies at regional and national conferences.
- Engaging in cooperative instructional activities.

Clinical Professors seeking contract renewal should reflect on the extent to which they have engaged in these practices and document these efforts in their request for contract renewal. Contract renewal is predicated on providing documented evidence of teaching effectiveness.

Evidence of Teaching Effectiveness

Evidence of teaching effectiveness is to be described in a written narrative (2-4 pages). In addition, the following documentation must accompany contract renewal requests:

- Printouts of student opinion survey (SOS) results and student comments for at least 50% of courses/sections taught during the review period.

- A written summary of SOS teaching scores during the evaluation period. In accordance with FAC 6.6(2)(b), all Social Work Instructors must collect student opinions for Social Work courses every semester using the UWOSH standard SOS form.
- At least one annual peer teaching evaluation provided by a tenured UWOSH faculty member. Non-tenured instructors are encouraged to invite multiple peer teaching evaluations.
- Copies of course syllabi, course learning resource materials and handouts, quizzes, and examinations (only in the **complete** file).
- Written explanation of any reassigned time.

Optional documentation of evidence of teaching effectiveness:

- Copies of newly developed courses or teaching innovations, including CAS funded curriculum development, etc.
- Citations or awards for teaching excellence
- Evidence may also include letters from students. These should be clearly labelled "solicited" or "unsolicited."
- Documented evidence of teaching effectiveness
- Continuing Education: Participation in conference sessions, symposium, workshops, faculty colleges and similar activities designed to maintain one's professional license or certification or to facilitate better teaching.

Clinical professors are expected to exhibit a pattern of consistent, high quality performance in the classroom (including higher-level teaching assignments), demonstrate leadership in curriculum development (incorporating sound knowledge of EPAS) and provide leadership in teaching innovation and the sharing of expertise with other colleagues.

Service

Institutional and Extra-Institutional Service

As part of the University's mission, service pertains to the development and offering of programs and services, which are responsive to the needs of people, organizations, and communities served by UW Oshkosh. In accord with professional accreditation standards, social work instructors not only assume academic obligations, but also must remain significantly linked to the practice community and other essential groups, including those who benefit from social welfare policies and services. Likewise, instructional members of the department are expected to be involved with professional associations in social work or other academic disciplines external to the institution. Clinical professors are further expected to engage with other UW Oshkosh units. Finally, instructional members of the department reflect and model the social work ethical principle of service and demonstrate this principle to students. Clinical professors are expected to be actively engaged in departmental committees, the CSWE accreditation process, college/university level activities and campus governance. The minimal level of involvement is described above on page 1.

Indicators of Institutional Service

Institutional service consists of work for the Department, College, University, and UW System. Activities that characterize institutional service include, but are not limited to:

- Actively participating in three departmental committees annually
- Actively participate in the CSWE accreditation process.
- Assisting with departmental efforts to recruit new students, including attending recruiting fairs and informational events
- Acting as an advisor to departmental student organizations (primarily SSWA)
- Engaging in collaborative service projects with colleagues
- Working with campus service organizations (e.g. as a mentor, trainer, consultant)
- Serving on interdepartmental, College, University, or inter-institutional task forces or committees.

Professional Practice/Scholarship

This particular area discusses activities that are being done in lieu of standard expectations of scholarship. Clinical Professors are expected to engage in professional practice.

Extra-institutional service is that service rendered the broader community, which is related to the special academic or professional competencies of a social work instructor. The Department expects faculty / continuing academic staff to demonstrate active engagement in at least one aspect of extra-institutional service as a requirement of contract renewal. Activities that characterize extra-institutional service include, but are not limited to:

- Maintaining active membership in professional organizations and associations at local, state, national, and international levels and contributing to projects relevant to their respective purposes (e.g. NASW, CSWE, BPD, SSWR, ISSWR, IFSW)
- Holding office or assuming a leadership role in professional and scholarly associations
- Serving on private non-profit/government agency boards, task forces, and/or ad hoc committees
- Planning co-sponsored conferences, workshops, etc.
- Serving as an invited speaker for a community group
- Providing testimony and advocacy at public hearings with respect to identified social policy or other concerns
- Serving as a community volunteer in a social service endeavor
- Serve as an editor or as an editorial board member of a peer-review professional journal
- Presentations and/or publications, if appropriate.

Evidence of Professional Practice/Scholarship

Evidence of service is to be described in a written narrative (1-3 pages) and is to be accompanied by documentation of service. It is the faculty's responsibility to demonstrate how the noted activities achieve the goal of promoting service to the university and social work professional community at-large. A summary of service activities with specific information including the name of the organization, group/ committee served, duties, activities, etc. is required. If an activity may appropriately fall under both categories of professional performance **and** service, the clinical professor must make a decision about where to count this activity and make an effective argument for the appropriateness of the one chosen category. While a clinical professor is not expected to publish, if they do, it is a strong indicator of professional practice. Examples of documented evidence may include:

- Committee products, reports, or other evidence of institutional service
- Invitations from professional organizations to serve as site visitor, consultant, board member, or in other professional roles
- Written requests from organizations for service or consultation
- Volunteer and service awards
- Mention in published annual reports
- Media publications and newsletters, including web-pages
- Published agendas, brochures and announcements
- Approved/public meeting minutes
- Letters from organization leaders verifying participation
- Presentations and/or publications, if appropriate
- Supervision of MSW student.

Presentation of Materials

Materials should be uploaded to and follow the Online Template provided for Continuing Instructional Academic Staff within Canvas. The entire review process will be conducted through Canvas.