

From: [Smith, Randy](#)
To: [Coyle, Maria C.](#); [Reed, Katie](#)
Subject: FW: College of Social Work Clinical Faculty Proposal
Date: Saturday, February 5, 2022 12:00:43 PM
Attachments: [College of Social Work Clinical Faculty Proposal.pdf](#)

For our review and action.

R.

From: Gregoire, Tom <gregoire.5@osu.edu>
Sent: Friday, February 4, 2022 3:45 PM
To: Smith, Randy <smith.70@osu.edu>
Cc: Guada, Joseph <guada.1@osu.edu>; Merritt, Deb <merritt.25@osu.edu>
Subject: College of Social Work Clinical Faculty Proposal

Dear Randy

Hope this message finds you well, and warm. I have attached the College of Social Works proposal for adding clinical faculty. My thanks to Joe Guada who lead this latest effort and got things over the finish line – not a small undertaking. Our faculty voted their approval in November. Please let Joe and I know what questions or feedback you may have.

Thanks,

Tom Gregoire

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I. Introduction

The College of Social Work seeks approval for the addition of a clinical-track faculty line to the College of Social Work. The College of Social Work proposes that clinical-track faculty can be appointed at the Assistant, Associate, or Full Professor level. The primary reason for this request is to enhance what the college seeks to do as described by its core mission. That is, through excellence in teaching, research, and service, the College prepares leaders who enhance individual and community well-being, celebrate difference, and promote social and economic justice for minoritized populations. The addition of clinical faculty provides increased instructional, advisement, and curriculum support, as well as service, outreach, and engagement activities for students, alumnae as well as to the university and broader community.

II. Background Information

A. College of Social Work Mission

The preparation of professional social workers has a long and rich tradition at The Ohio State University, starting with its first social work course offered in 1875. The College conveyed its initial Bachelor of Social Service degree in 1916, first master's degree in 1923, and first doctorate in 1934. Accredited in 1919, the College of Social Work is the oldest continuously accredited public social work program in the country. It received its latest re-accreditation from the Council on Social Work Education (CSWE) in 2020. In 1976 The Ohio State University's Board of Trustees granted the College of Social Work independent College status.

The core mission of the College focuses on the development of professionals that foster social change through collaboration with individuals, families, communities, and other change agents to build strengths and resolve complex individual and social problems. As an internationally recognized college, the College builds and applies knowledge that positively impacts Ohio, the nation, and the world. It is the College's belief that clinical-track faculty are critical to the pursuit of this overall mission.

Three principles guide the implementation of the College of Social Work mission:

Embrace Difference - Seek Justice - Be the Change.

In addition, the College of Social Work is committed to pursuing its mission within the values of the broader social work profession as outlined in the National Association of Social Workers' (NASW) Code of Ethics:

- The dignity and worth of all people
- The importance of human relationships
- Building knowledge through ethically conducted, open inquiry
- Competence in all aspects of professional practice
- The maintenance of integrity in professional interactions
- The pursuit of social justice
- A commitment to service

It is the College's belief that clinical-track faculty are critical to the pursuit of this overall mission. The CSWE states that one of the main pedagogies of social work education is the field placement that provides direct experience of the doing of social work. As a professional school, our college prepares practitioners who will work in a variety of contexts with individuals, families, groups, organizations, and communities. Faculty with extensive experience in social work-related professional practice will enhance the learning experiences of students while adding to teaching and curriculum activities that align with the purpose of the main accrediting body of the field (i.e., CSWE, please see following sub-section for more details). Because of the extensive nature of how and where social workers practice, the College will seek individuals whose expertise ranges from the individual-based intervention to global policy advocacy. Moreover, given their extensive experience as practitioners, the College views the addition of clinical-track faculty as providing additional perspectives across the curriculum as well as in other areas such as service and engagement with community organizations and the recruitment of an ever increasingly diverse student population.

B. Relevant Accreditation Requirements & Recommendations

Starting in 1919 and throughout its history the College of Social Work has been continuously accredited from the contemporary accrediting association of the time. The college is the oldest continually accredited social work program in a public university.

The Council of Social Work Education (CSWE) is the professional association that currently governs and evaluates educational and curricular matters for the preparation of social workers. Founded in 1952, the CSWE supports excellence in the education and preparation of social workers through its accreditation of social work education programs. CSWE includes a Commission on Accreditation (COA) that is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet such standards. This involves a multistep accreditation process that includes program self-studies, site visits, and COA reviews. CSWE's Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

CSWE requires that the core faculty of any social work education program is tenure-track. However, it also values the experience of the practitioner in the classroom setting and requires that all practice related courses be taught by instructors with a minimum of two years post MSW practice experience, this represents close to half of the current curriculum. Certainly, the inclusion of clinical-track faculty provides a clear avenue for the hiring and inclusion of practitioner/educators in its provision of educating future practitioners as well as in the development of an appropriate and high-quality curriculum.

Historically, the College has included practitioners as adjuncts or as "community lecturers" (i.e., associated faculty). Much of this was due to increasing enrollments, and to increase the number of instructors with extensive practice experience. The inclusion of the proposed clinical-track line allows the College to formally incorporate practitioner/educators into its overall structure and thus increase the number of full-time faculty that educate students. As noted above, clinical-track faculty will participate in course design, teaching, and evaluation. Additionally, the inclusion of clinical-track faculty permits the College to more systematically assure the quality of such faculty given that they will be subject to annual reviews, retention and promotion which incorporate faculty input and oversight (please see below).

The College offers three degrees: the BSSW, the MSW, and the Ph.D. Because of the practitioner-based nature of the first two degrees, clinical-track faculty would teach at the undergraduate and master levels.

C. Comparative Data

Many, likely most, social work education programs include clinical-track faculty in the provision of teaching and service. Several examples of peer institutions that do so include:



- University of Louisville
- Case Western University
- Indiana University
- University of Michigan
- Rutgers, The State University of New Jersey
- SUNY Buffalo
- University of Illinois
- University of Maryland
- University of North Carolina, Chapel Hill
- Washington University in St. Louis

D. Proposal History

The faculty of the College of Social Work reviewed the idea of incorporating a clinical-faculty line for several years. The process included multiple discussion and were led by multiple Associate Deans of Academic Affairs in which agreement was reached on the rationale and the specific guidelines of what creating a clinical-faculty line would entail.

Starting in 2018, more active conversations and work ensued to begin the process of incorporating clinical-track faculty. Over the past year, a faculty committee formalized the proposal based on guidance from OAA. This committee held multiple conversations with the tenure track faculty and revised the present Pattern of Administration (POA) and Appointment, Promotion, and Tenure (APT) documents to ensure that these followed university rules and guidelines and reflected the expectations of our faculty.

On November 30, 2021, the faculty of the College of Social Work voted in favor of moving the proposal forward to CAA.

III. Rationale for Establishment of Clinical-Track Faculty

There are six factors that compel the College of Social Work to establish the clinical faculty line in its structure. These include the following:



Curriculum Coverage - As previously stated, the College of Social Work is committed to preparing social work practitioners through high quality teaching and instruction. In any given year, the college runs over 600 sections of courses. Recent in-house statistics demonstrate that full-time instructors (15% tenure track, and 21% associated faculty) taught 36% of all courses. Part-time lecturers taught approximately 64% of all courses. By increasing the number of full-time faculty through clinical-track positions, the College will provide its students with consistency in instruction and exposure to faculty who are deeply embedded in course subject areas. The default teaching load for tenure track faculty is four courses per nine months. With releases for research and scholarship tenure track faculty teach an average of 2.6 courses. Clinical faculty will teach eight courses over nine months

Curriculum Innovation - The addition of clinical faculty increases the number of faculty available to take on curricular leadership and capacity enabling the College to pursue innovative course/curriculum design efforts, develop teaching initiatives, add specialized courses, and certificate programs, develop new content, and prepare students for future ready social work. The College seeks to increase instructional and curriculum leadership, which currently falls on the shoulders of tenure-track faculty typically involved in high levels of research, scholarship, and community/professional service.

Teaching Quality and College Reputation of Excellence - It is anticipated that future social work program rankings will partly rest on teaching effectiveness. Teaching quality will be an important metric for establishing national reputation. The ratio of full-time teachers to students is an established metric in measuring teaching quality. In addition, clinical faculty will be required to engage in ongoing instructional improvement activities, which few of our current part-time lecturers or full-time associate faculty can arrange.

Capacity Building and Enabling Tenure-track Faculty Workload Diversity - The College recognizes the learning benefit to students when they are under the tutelage of faculty members who integrate their research and scholarship into the courses that they teach. We wish to continue to expand our research environment and create resources, mechanisms, and opportunities for faculty to advance their scholarly work. Having a highly competent and consistent cadre of full-time clinical faculty who share in the advising and curricular development responsibilities currently shouldered by tenured-track faculty and program directors, will enable tenure-track faculty to diversify their workloads and accommodate more of their demanding and time intensive scholarship and community/professional service agendas. If the College is to foster an evidence-informed teaching culture where a faculty person's research and teaching are inextricably linked, the College must add capacity.

Alignment with Core Social Work Values - Establishing a full-time clinical faculty position with all the HR benefits and privileges inherent in such can be thought of as an issue of economic justice. The profession's social work values compel the College to establish employment, pay, and curriculum participation structures that are fair, equitable, and participatory via the inclusion of full-time clinical-track faculty lines.

Professional Growth and Development - Establishing a full-time clinical faculty position is an important quality assurance mechanism. Clinical faculty will be required to attend trainings, they will undergo annual evaluations of their performance, and they will be required to demonstrate teaching competency to attain renewal. Peer evaluations of their teaching will be conducted annually. Currently, other than a review of lecturers' SEIs, the College has no mechanism to monitor affiliated faculty performance and to improve the quality of instruction across the entire teaching body.

IV. Terms and Conditions of Appointments

The term "clinical faculty" refers to teacher/practitioner individuals who serve under fixed term contracts that do not entail tenure, and their faculty appointments are described in Chapter 3335-7 of the Administrative Code. They are expected to possess strong experience in both social work-related practice and as social work educators and shall be engaged primarily in teaching and curriculum activities broadly defined, as well as service, outreach, and engagement activities. Their work may, but does not necessarily, include scholarship of pedagogy or other research and scholarship activities. Note that the College of Social Work applies the term "clinical" to these appointments in alignment with university terminology: practice expertise may be at any level of practice from the individual to global. Clinical-track faculty will hold a social work degree, with case-by-case exceptions depending on the teaching needs of the College, keeping in line with the Council on Social Work Education (CSWE) accreditation standards. The expertise of clinical-track faculty members is intended to enhance social work education. Clinical faculty members will be required to possess a minimum of five years of practice experience (currently the average practice experience for our tenure track faculty is approximately three years, our associated faculty average 11 years of experience).

The percentage of clinical-track faculty for the College of Social Work will not exceed the 20% of the tenure-track and clinical faculty in the college. (University Rule 3335-7-03).

Clinical faculty can be appointed at the Assistant, Associate, or Full Professor level. As specified by Faculty Rule 3335-7-05, Clinical Associate Professors or Clinical Professors will require the approval of the Office of Academic Affairs. Clinical track faculty appointments are fixed term contract appointments that do not entail tenure.

A. Clinical-Track Faculty Appointment Criteria

Clinical faculty will be recruited with consideration of strong, positive teaching experience. Although a professional license is not required, clinical faculty at any rank will be required to hold, at a minimum, an earned master's, or doctorate in social work with case-by-case exceptions depending on the teaching needs of the College, keeping in line with the Council on Social Work Education (CSWE) accreditation standards. Significant post-masters practice experience within their respective discipline area (minimum of five years upon initial hire) and significant prior teaching experience will be required. For candidates accruing significant years of practice experience while earning their degree, the record is reviewed to determine if there exists a commensurate level of practice experience. Professional licensure, credentialing, or certification in one or more areas of practice is desirable but not required.

B. Clinical-Track Faculty Appointment Procedures

The Dean and Associate Dean for Academic Affairs (or their designees) will organize the recruitment and search process. A national search, like that conducted for tenure-track faculty, will be initiated to identify candidates for the clinical-track faculty positions.

Clinical-track faculty members will be offered 9-month contracts. Per provisions established by the Administrative Code, their contracts will contain clear language that there is to be no presumption of contract renewal (despite performance and progress) and that terms of the contract will be regularly reviewed and renegotiated. If the clinical-track offer involves senior rank (clinical associate professor or clinical professor), eligible faculty members vote on the appropriateness of the proposed rank. This process is like that for tenure-track with the understanding that the process pertains to reappointment and promotion and is unrelated to tenure status.

Per rule 3335-7-07 - Term of Appointment as specified in the Administrative Code, contracts for clinical-track faculty members may be for a period of three to eight years. The initial probationary contract for all clinical-track faculty members will be for a period of five years. Second and subsequent contracts for clinical assistant and clinical-track associate professors will be for a period of at least three years and no more than five

years. Second and subsequent contracts for clinical-track professors will be for a period of at least three years and no more than eight years.

The initial contract is probationary, and a clinical-track faculty member will be informed by the end of each probationary year as to whether they will be reappointed for the following year. By the end of the second-to-final year of the probationary contract, the clinical-track faculty member will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In addition, the terms of a contract may be renegotiated at the time of reappointment. If a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended.

Appointment to the rank of clinical assistant professor is always probationary. A faculty member may ask to be considered for non-mandatory promotion (e.g., to associate or full clinical faculty professor) review at any time; however, the college reappointment and promotion committee of eligible faculty may decline to put forth a faculty member for formal non-mandatory review if the candidate's accomplishments are judged not to warrant such review.

The titles of clinical-track faculty in the College of Social Work will include Assistant, Associate and Professor.

Clinical Assistant Professor.

The criteria for appointment to Clinical Assistant Professor are: (1) an earned MSW or PhD degree from a CSWE-accredited institution, or equivalent educational background in a discipline relevant to the position for which they are recruited, (2) significant previous instructional experience with positive evaluations of instruction, (3) extensive practice experience (minimum of five years), and (4) demonstration of a strong potential to attain reappointment and advance through the clinical-track faculty ranks. Evidence of ability to contribute to the social work programs and provide excellent curricular support is highly desirable.

Clinical Associate Professor.

The criteria for appointment to Clinical Associate Professor are that the candidate: (1) meets all criteria for appointment to Clinical Assistant Professor and (2) meets, at a minimum, the college teaching and service criteria for promotion of tenure-track faculty to the associate professor rank. The eligible voting faculty for initial appointment at the rank

of clinical associate professor consists of all tenured and non-probationary clinical-track faculty members of associate professor or higher rank.

Clinical Professor.

The criteria for appointment to Clinical Professor are that the candidate: (1) meets all criteria for appointment to Clinical Associate Professor and (2) meets, at a minimum, the college teaching and service criteria for promotion of tenure-track faculty to the professor rank. In addition, Clinical Professors demonstrate teaching and curriculum development leadership and will have gained recognition for their work. They will be required to demonstrate pedagogical leadership and national visibility within a particular area of teaching. Such can be demonstrated by developing and/or testing teaching modalities, learning tools, or by integrating scholarship and teaching. Successful candidates will be able to demonstrate that they have generated evidence-based teaching content or approaches. Once successfully promoted, clinical professors will receive contracts that could span up to eight years but no less than three. The eligible voting faculty for initial appointment at the rank of clinical professor consists of all tenured and non-probationary clinical-track faculty members of professor rank.

V. Activities and Responsibilities of Clinical-Track Faculty

The anticipated activities and responsibilities of clinical-track faculty generally include three primary areas: 1) course and curriculum development and delivery; 2) advising and service in the unit; and 3) participation in unit governance, as established by the College.

A. Course and Curriculum Development and Delivery

Clinical-track faculty's principle responsible is curriculum development and teaching. This will make up 80% of their workload. Instructional excellence is expected of clinical-track faculty members as they will expend significant effort in instructional and curricular activities, such as: developing new courses; working on curriculum and reaffirmation/accreditation teams; serving as a faculty leader for distance learning or other numerous-section courses. Additionally, a clinical-track faculty member may choose to pursue the scholarship of pedagogy, collaborative practice research, and/or development of new practice techniques as part of assigned workload. They also may elect to serve as instructors or mentors in the College's continuing education programming.

B. Advising and Service in the Unit

The remaining 20% of clinical-faculty workload will be comprised of student advising (career/profession) and committee work and service including community engagement service. Clinical-track faculty will be expected to participate as faculty on committees that provide oversight for assigned courses and other curriculum related committees.

Strong college service is expected of clinical-track faculty members. Such efforts can include working on curriculum and reaffirmation/accreditation teams; student admissions, student awards, student review, and other academic program committees; colleague mentoring; conducting instructor evaluations; engaging in other service related to the college and program mission, goals, and objectives. Clinical-track faculty are also expected to support the college's professional and community outreach and engagement activities.

Advising expectations for Clinical-Track Faculty include engaging in student advising as assigned.

Clinical-Track Faculty Roles on Masters and Doctoral Student Committees. Per the Graduate School, Graduate Faculty Status includes two categories: CM and CP. CM faculty are approved to:

- Advise (chair) master's students in the program where they hold CM status.
- Serve as a member on any master's committee; and
- Serve as a member on doctoral student committees with the approval of the student's graduate program.

The policy concerning Graduate Faculty status allows clinical-track faculty to hold CM status. When appropriate, the college will nominate clinical-track faculty to receive CM status. The CSW's nomination will be for the purpose of the clinical-track faculty member being able to serve on a masters or doctoral committee (candidacy and/or dissertation). To serve in such capacity, the clinical-track faculty must hold an earned doctorate (or the equivalent) to serve.

CP faculty are approved to:

- Advise (chair) doctoral students in the program where they have CP status.
- Serve as a member on any master's or doctoral committee; and

- Serve as graduate faculty representative on exams outside their program.

Per the Graduate School Handbook (SECTION 12.4), only tenure-track (50% appointment or greater) and research faculty (with appropriate HR position code) are eligible to hold CP status, regardless of a clinical-track faculty member's highest degree earned. Therefore, clinical-track faculty will not be nominated to receive CP status, thus may not serve as a doctoral committee chair (candidacy or dissertation).

The CSW will consider the possibility of a clinical-track faculty member serving as a member on a doctoral student committee when their expertise matches the student's area of study. A doctoral committee (candidacy or dissertation) shall have no more than one clinical-track faculty member. All requests to include clinical-track faculty on masters and doctoral committees must be reviewed and approved by the Graduate Studies Chair, and the Ph.D. Program Director in the case of candidacy and dissertation committees.

C. Participation in Unit Governance

Clinical-track and tenure-track faculty will be curricular peers but not peers on tenure-track faculty personnel matters. However, clinical-track faculty will participate and vote in curriculum matters as well as college procedural matters, excluding curriculum or procedural matters that impact tenure-track faculty personnel issues.

Clinical-track faculty will review one another's personnel applications (e.g., applications for employment, applications for promotion) and serve as requested in colleague mentoring capacities. Further Clinical-track faculty will be permitted to vote on matters such as and including the appointment of additional clinical faculty, and on the promotion and retention of clinical faculty. Clinical-track faculty will be eligible to serve on all college committees apart from the tenure-track faculty promotion and tenure committee, College Investigative, and Salary Appeal Committees. They may, at the dean's discretion and as approved by CAC, serve on recruitment/hiring committees for either tenure-track or clinical-track positions. Clinical-track faculty will attend faculty meetings and other decision groups or convenings that take place at the College.

VI. Differentiation of Responsibilities of Clinical-Track Faculty

Scholarship and research activities will not be included in clinical-track faculty regular workload and performance expectations but may be negotiated with the Dean. It is expected that clinical-track faculty will prioritize teaching, curriculum participation, and student advising/support.

Clinical-track faculty will primarily teach courses across the entire curriculum given the practice-based nature of most classes. Clinical-track faculty are eligible to teach core and elective courses at the BSSW and MSW levels of the College. Nonetheless, as with any faculty member, clinical-track faculty will teach courses that best serve the College's needs. As noted above, the primary responsibilities for clinical faculty are expected to be in supervision and teaching; their teaching load would be 80% of their overall clinical-track faculty workload.

Likewise, there will be no requirement that clinical-track faculty perform research to achieve Assistant, Associate and Full Professor status nor will there be any requirement that they seek a higher rank.

Additionally, clinical-track faculty are eligible for "M" status in the graduate school, and thus can advise master's theses and serve on dissertation committees. Nonetheless, as previously noted, dissertation committees can only be chaired by tenure-track faculty with "P" status. Finally, as specified above, clinical-track faculty members will not have participated in any way or vote on appointments, promotions, tenure, or investigations of regular tenure-track faculty.

If a clinical-track faculty member express interest in collaborating with tenure-track faculty members on research projects (particularly but not exclusively regarding the scholarship of pedagogy) or in college-sponsored community engagement and outreach efforts, they will not be prohibited from doing such. The clinical-track faculty member will need to negotiate with the Dean how they intend to manage the outreach and research activities in the context of their other assigned duties.

VII. Oversight and Evaluation

A. Annual Review of Clinical-Track Faculty

Performance evaluations for clinical-track faculty are conducted by the dean based on assessment of accomplishments in the context of their specific position description as articulated in the letter of offer and modified in subsequent annual review letters and/or other appropriate written documents.

Oversight of the activities of clinical faculty will be performed by the Dean. Annual evaluations of clinical faculty will also be performed by the Dean including input from the Associate Dean of Academic Affairs. Such evaluations will take place at the same time as those for tenure-track faculty. The evaluation will be communicated in writing to the

clinical-track faculty member, together with an invitation to discuss the evaluation in person as is done with tenure-track faculty.

The initial contract is probationary, and clinical-track faculty will be informed by the end of each probationary year as to whether they will be reappointed for the following year. By the end of the second-to-final year of the probationary contract, the clinical-track faculty will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In addition, the terms of a contract may be renegotiated at the time of reappointment. If a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended.

Like the tenure-track faculty annual review process, clinical-track faculty will submit an instructional portfolio to summarize and highlight their annual instructional accomplishments and curricular contributions. Information concerning student accomplishments, new courses developed or significantly revised, service as a faculty leader for distance learning courses, and other teaching/instruction-related accomplishments and contributions should be included in the portfolio.

Additionally, clinical-track faculty will include a summary statement of their service activities, including but not limited to mentoring of other instructors/faculty members, research or scholarship concerning instruction/curriculum/pedagogy, work on Educational Policy Committee or other instructional/curriculum service to the college's programs, and other relevant contributions to the college mission, goals, and objectives.

B. Promotion Reviews

Core expectations for promotion in rank for clinical-track faculty build upon the accomplishment of lesser rank. There will be five specified teaching domains (A. Teaching in the Explicit Curriculum, B. Continuing Development as an Educator, C. Engagement in the Implicit Curriculum, D. Program and Curriculum Contributions, and E. Contributions to Education in the Profession of Social Work or Related Disciplines) as well as a Service domain for each ranking.

The first domain (Teaching in the Explicit Curriculum). Refers to the clinical-faculty members demonstration of a consistent record of excellence in executing teaching assignments (i.e., teaching in the context of assigned courses and field liaison assignments). The second domain (Continued Professional Development as an Educator) pertains to the high priority the College places on teaching, and because the profession of social work is dynamic, it is incumbent on all clinical-track faculty members

to engage in continuous development efforts related to their teaching and the relevance of the content that they teach. An individual's efforts at continued development in this arena are an important component of the evaluation process. The third domain (Engagement in the Implicit Curriculum) refers to clinical-faculty members employing an array of activities that contribute to learning outside of the formal, structured curriculum—especially in a professional college education. The fourth domain (Program and Curriculum Contributions) pertain to teaching excellence that includes participation in and meaningful contributions to one or more of the programs delivered through the College of Social Work (BSSW, MSW, field, and interdisciplinary minors, majors, certificates, or programs). Finally, the fifth domain (Contributions to Education in the Profession of Social Work or Related Disciplines) refers to social work educators, faculty members that may engage in activities that enhance the delivery of social work education beyond the boundaries of the College of Social Work at The Ohio State University.

Promotion also includes a review of a clinical-faculty member's service. Based on the College's Mission, service is broadly defined to include providing administrative service to the college or university, professional service to a faculty member's discipline, and disciplinary expertise to public or private communities beyond the university. The College of Social Work defines three general domains of service: (a) contributing to the operations and mission of the college or university; (b) outreach and engagement with community-based partners in the local, regional, national, or global communities; and (c) contributions to the profession or discipline. Membership on committees or other service groups is not in itself evidence of a contribution. The test of service effectiveness is evidence of productivity, creativity, leadership, and/or impact.

C. Transfers from Tenure-Track Faculty, Clinical-Track Faculty, and Research Appointments

Tenure-track faculty may transfer to a clinical-track or research appointment if appropriate circumstances exist. By university policy, tenure is relinquished upon transfer (<http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>; see also Faculty Rule 3335-7-09), and transfers must be approved by the college dean, and the executive vice president and provost.

The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed.

Transfers from a clinical-track faculty appointment and from a research appointment to the tenure-track are not permitted per Faculty Rule 3335-7-10. Clinical-track faculty members and research faculty members may apply for tenure-track positions at any time

during their employment and compete in regular national searches for such positions. However, by university rule, a person holding a clinical-track faculty appointment will not receive preferential treatment in competing for such positions; having served in a clinical-track faculty appointment will not advantage or disadvantage a person who wishes to apply for a tenure-track position.

A tenure-track faculty member placed on a terminal contract after an unsuccessful attempt to earn tenure has the right to apply and compete for a posted clinical-track faculty position. However, the clinical-track faculty position search will follow college-established guidelines for a national search and selection process.

D. Periodic Review of the Clinical Faculty Track

At five-year intervals, the dean will undertake an evaluation of impact, both positive and negative, of the clinical faculty track. Both objective data (numbers and percentages of Clinical and tenure-track faculty in the College) and perceptual data (questionnaires and/or College discussions) regarding the perceived benefits and costs of having clinical faculty will be obtained. Input will be sought from faculty, graduate and undergraduate students, and our community partners. If the input from such an evaluation suggests an overall negative impact, the College may choose not to make further clinical faculty appointments. Also, per the OSU Academic Organization and Curriculum Handbook, reports will be submitted to CAA annually.

VIII. Resource Availability and Impact

The College of Social Work has sufficient General Funds earnings to pay the added cost of clinical faculty.

Generally, the CSW financial forecast is healthy. Credit hour growth over the past few years has generated significant increases in General Funds revenue – from \$10.4M in FY2017 to \$19.6M for FY22. The college's cash balance is also healthy, with over \$13M on hand at the end of FY21, with expected cash growth in FY22.

The primary factor for the college's good financial standing is the success of the academic program in recruiting and retaining students at both the undergraduate and graduate level, which has driven the growth in credit hours. In particular, the online master's program has grown from 17 students in 2016 to over 500 students in Autumn 2021. CSW has accommodated this growth largely by increasing the workload of lecturers (associated faculty), both part time and full time, to teach sections of classes and oversee field education. For fiscal stability, it is important to ensure the availability of high-quality

instruction to meet student expectations and maintain the enrollment and credit hour levels we have attained. Hiring clinical faculty should increase quality, secure quality instruction, and reduce the risk of not being able to fill teaching slots.

IX. Examples of Courses to be Offered by Clinical-Track Faculty

The College of Social Work provides a robust number of courses that apply theory to practice and development of professional skills in service to the field placement experiences. Such classes are offered at the baccalaureate and graduate professional levels and include both core (required) and elective courses. Clinical-track faculty are eligible to teach any of these courses. A non-exhaustive list of examples of potential courses from both the BSSW and MSW programs that clinical-track faculty might teach are listed below.

BSSW:

SOCWORK 1120 Introduction to Social Welfare

SOCWORK 3502 Practice with Individuals

SOCWORK 4501 Generalist Practice with Families

SOCWORK 4503 Generalist Practice with Larger Systems

SOCWORK 5030 Global Social Work Perspectives on Poverty & Inequality

MSW:

SOCWORK 6202 Diversity & Cultural Competence

SOCWORK 6302 Organizational & Community Systems

SOCWORK 7401 Social Work Evaluation I

SOCWORK 7510 Strengths-Based Clinical Social Work with Individual Adults (Micro course)

SOCWORK 7621 Integrative Seminar II on Mental Health & Substance Abuse (emphasis on Substance Abuse)