

## CHAPTER 12: ADMINISTRATION



*Happy Graduation 2010!*

*With students are Anne Deepak  
(Top Right photo, on right);  
Dorinda Noble, Sally Hill Jones, and  
Nancy Chavkin (Middle Left photo);  
Karen Knox (Bottom Left, on left)*

Chapter  
**12**

## Administering our BSW Program in a Climate of Change

“...what a nice  
metaphor dancing  
is for the work of  
the university:  
creative;  
performed in  
partnership;  
sometimes  
choreographed,  
sometimes  
improvised,  
always joyful...to  
quote from a  
song: ‘When you  
get a chance to sit  
it out or dance, I  
hope you’ll  
dance.’”  
---Texas State  
President Dr. Denise  
Trauth, in her State  
of the University  
Address

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### *Maintaining our Focus Despite Distractions*

**C**hange has been constant and pervasive in the School’s life since our last reaffirmation, challenging us to maintain focus on our educational mission. Our external environment has changed: Central Texas is burgeoning and the state’s school-age population is now more than 50% Hispanic. Over the last two years, University funding from the state has been cut by \$17 million. State politicians are demanding more accountability from state universities in faculty workload and in student retention and graduation rates. Internally, the University culture has changed. Student enrollment has risen dramatically; physical space is crowded on campus; the University has become an HSI entity; and University standards for faculty productivity have risen sharply. The School has seen dramatic rises in student population, and our faculty size has more than doubled. The School has embraced online education, and it has significantly raised expectations for faculty scholarship and performance. Despite these strong winds of change, the School has maintained and been guided by its mission. Rising enrollments have given the University and the School a much-needed financial cushion against state cuts, and the School is in a strong position to move forward.



**POLICY 3.4—ADMINISTRATIVE STRUCTURE.** SOCIAL WORK FACULTY AND ADMINISTRATORS, BASED ON THEIR EDUCATION, KNOWLEDGE, AND SKILLS, ARE BEST SUITED TO MAKE DECISIONS REGARDING DELIVERY OF SOCIAL WORK EDUCATION. THEY EXERCISE AUTONOMY IN DESIGNING AN ADMINISTRATIVE AND LEADERSHIP STRUCTURE, DEVELOPING CURRICULUM, AND FORMULATING AND IMPLEMENTING POLICIES THAT SUPPORT THE EDUCATION OF COMPETENT SOCIAL WORKERS.

 **Accreditation Standard 3.4—Administrative Structure**

**3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.*

**3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.*

**3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*

**3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

**B3.4.4(a)** *The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.*

**B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*

**B3.4.4(c)** *The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

**3.4.5** *The program identifies the field education director.*

**3.4.5(a)** *The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

**3.4.5(b)** *The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or postmaster’s social work degree practice experience.*

**B3.4.5(c)** *The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

Approximately 30 students from SOWK 3350 Connecting Policy and Practice have started a student organization, “Access”, to determine whether campus wheelchair access ramps meet guidelines of the Architectural Barriers Act of 1968. They hope to make the campus more accessible.

**3.4.5(d)** *The program provides documentation that the field director has a fulltime appointment to the social work program.*

### **Our Organizational Structure**

The School is one of seven units in the College of Applied Arts (CAA), which includes Family and Consumer Science, Criminal Justice, Occupational Education, Agriculture, and Army and Air Force Military Sciences. The School's administrative structure is depicted this way:

#### **Texas State School of Social Work Organizational Flow**



**Autonomy.** The School, though it is integrated with the larger university, has its own separate budget and decides how to spend its money, though it must be

Shannon was a student in the Child Welfare elective. She came to understand how poverty severely affected families. She began a project with the Arrow Foundation to donate school supplies and duffle bags to children in foster care.

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accountable in how it spends its funds. As in all public bureaucracies, spending decisions go through an approval process; however, the reality is that, as long as justifications are reasonable, the School rarely encounters opposition to spending decisions.

The School also creates its own personnel policies (consistent with University standards and in adherence with state and federal laws). The School makes its own hiring, retention, tenure, and promotion recommendations, with approvals as set out in the University personnel policies. The University has been supportive of most School personnel recommendations and works with the School to resolve any issues that arise.

Curriculum decisions rest with the School faculty. Those decisions are reviewed and approved by University faculty committees, where colleagues may raise thought-provoking and useful questions, but have never to date blocked any School curriculum decision.

The School is autonomous, within the larger University context, in making key decisions that affect our ability to meet mission and goals in ways that are consistent with professional values and ethics.

## Overseeing the Curriculum

The School's curriculum must answer to several masters: the School faculty, who are in charge of the curriculum; the standards of the University; CSWE's Educational Policies and Standards (EPAS); and student needs and professional concerns. Ultimately, the faculty is in charge of defining, shaping, and sequencing its curriculum.

BSW curriculum decisions begin with the BSW Coordinator and the School BSW Oversight Committee, who regularly review and assess the timeliness and the evidence supporting the curriculum. The committee looks at curriculum in light of reports of what graduates need to know in the current work world, those reports coming from students and the professional field. They also compare the curriculum with the outcomes measures that we conduct to ensure that every competency and practice behavior is met. We measure outcomes not only for CSWE, but also for our regional accrediting body, Southern Association of Colleges and Schools (SACS).

When the BSW Committee determines that curriculum changes are merited, they recommend changes to the School Curriculum Committee (a committee of the whole faculty, chaired by a member of the faculty). If changes are minor (such as adding additional content on a topic, or changing the placement of the course in the course sequence), and constitute no change to course title or learning goals, the Committee may elect to revise the master syllabus of the course and make those changes internally.

Reagan, a BSW student in SOWK 3350 Connecting Policy and Practice, initiated a project to assist sexual assault victims. Since owning a bra is seen as a sign of affluence in many countries, and since research has demonstrated that women who wear bras are less likely to be sexually assaulted because of their presumed affluence, Reagan ran a bra-collection project and donated the garments to poor women in other countries.

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If a course is to be dropped or added, or if the title is to be changed, or if more than 50% of the course is altered, the School Director forwards changes adopted by the School Curriculum Committee to be reviewed by the College of Applied Arts Curriculum Committee, which is constituted by a representative from each College academic unit and is chaired by a faculty member. Once the College Committee approves, the changes are forwarded for review by the Dean and ultimately by the University Curriculum Committee (again, a faculty-led and faculty-constituted committee). The Provost reviews those decisions.

## **Making Personnel Decisions.**

The University has extensive policies about hiring, evaluating, retaining, promoting, and tenuring faculty, all in accordance with applicable laws. The University also employs a well-qualified full-time Equity and Access Officer who assists the School with fair and legal ways to make personnel decisions.

***Hiring Faculty.*** Texas State deems that faculty are central decision-makers in hiring their colleagues. The faculty, led by the School's Search Task Force, discusses School personnel needs, creates and reviews job ads, selects candidates to be interviewed, leads and engages in candidate interviews, reviews candidates' qualifications and performance in the interview, and recommends those candidates who meet the job ad specifications and are acceptable to the faculty. This process, of course, is interspersed with reviews by the Equity and Access Officer to make sure that the process is fair. The Director and Dean review the Search Committee recommendations and forward recommendations to the Provost, who makes the official hire of faculty. The University hires new faculty at or above the national median 9-month salary levels identified by the College and University Professors' Association (CUPA) per level and per discipline. This process, though laborious, results in hiring decisions that have been thoroughly vetted in legal, equitable ways. The School faculty are central to the process and have a great deal of input into the final hiring decision.

***Evaluation.*** The School has its own written faculty evaluation policies and tenure policies, which are approved by the Dean and Provost and are consistent with University policy. All core faculty are evaluated yearly, a process which involves peer review of classroom presentation and course materials; self-evaluation of teaching, scholarship, and service; and evaluation by and feedback from the Personnel Committee (all tenured faculty in the School). (The School also visits adjuncts' classes and gives feedback on teaching methods and materials.) After the Personnel Committee reviews all materials, guided by the School policies on evaluation and tenure, they forward their responses to the Director and the Dean, who also review evaluation materials. They forward their results to the Provost.

Faculty get the benefit of a great deal of written and verbal feedback in this process. Untenured faculty have three visits per year from tenured faculty to assess class delivery and materials. Second-year faculty are assessed twice

Laura Summerhill taught as an adjunct for the School for several years before leaving to pursue doctoral education at NYU. Laura enjoyed knitting. She and a group of students interested in knitting formed a lunch-time knitting club. They knitted little baby clothes and blankets and donated them to international charities that provide warm clothes for vulnerable children.

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during the second year by the Personnel Committee and Director, which can be very helpful to faculty as they develop a research agenda. Third-year faculty get an intensive review to assist them in moving toward tenure. Faculty receive specific and timely feedback on what elements need improvement and how to improve in their performance.

***Tenure and Promotion.*** Tenure-track faculty are considered for tenure in their sixth year at Texas State. Their tenure packets are examined by the Personnel Committee, Director, Dean, Provost, President, and Board of Regents. Tenure consideration is the culmination of six years of evaluation, review, and feedback, so tenure candidates have a great deal of help in achieving tenure and are well-briefed on the status of their tenure materials. The School's candidates going forward in Year 6 have all been successful over the last decade and more, so the School has a strong record of helping people achieve this milestone. The same careful, purposeful review and feedback process holds true for tenured individuals who seek promotion to full professor, and the School's candidates for promotion all have been successful for more than a decade.

## **Leadership**

In the time-honored tradition of the academy, faculty meet frequently in various committees to shape the BSW program. Central in this endeavor is the BSW Oversight Committee, which meets several times yearly and continues its between-meetings work electronically. In addition to this committee, the School has a Director and a BSW Coordinator to guide the BSW program.

***School Director.*** The School has a Director, Dr. Dorinda Noble, LCSW, who has been at Texas State since 2001, having come from serving as MSW Coordinator at Louisiana State University School of Social Work for the previous decade. Following a national search, she was named School Director in 2003. All chairs and directors undergo yearly evaluations, as well as in-depth comprehensive evaluations every three years. Dr. Noble was reappointed as Director in 2011 after her comprehensive evaluation, which was conducted by the Dean and involved interviews with all faculty as well as student surveys to assess the Director's leadership. A graduate of Tulane University (MSW) and University of Texas-Austin (Ph.D.), Dr. Noble has more than 30 years of social work education experience, including 7 years serving as director of an accredited undergraduate social work program. She has numerous publications and speaks often in national and international forums, particularly on topics of ethics, supervision, and professional regulation. Dr. Noble served as chair of the Louisiana State Board of Social Work Examiners (gubernatorial appointment) for several years, and has served the last six years on the Texas Board of Social Worker Examiners (gubernatorial appointment). She serves on the Board of Directors of Association of Social Work Boards.

***BSW Coordinator.*** The School's BSW Coordinator, Mr. Andrew Marks, LMSW, is appointed to the School full-time. Mr. Marks has been a full-time

The BSW program believes that we need to marry practice wisdom and evidence-based practice in our courses. Students need to understand the latest research on evidence, but they also need to know how experienced, skilled professionals do their jobs.

faculty member at Texas State since 2008, but was an adjunct with the School for 5 years prior to becoming a core faculty member. A graduate of the first MSW cohort at Texas State, Mr. Marks is a strong teacher and receives very good student evaluations. He teaches in the BSW program, though he occasionally has handled MSW field placement, and he has team-taught SOWK 5325 Challenges and Innovations with Dr. Dorinda Noble, both on-campus and online. Mr. Marks, who is a Clinical Senior Lecturer, is not obliged to do scholarship as a function of his job. Nevertheless, he has recently published a book chapter on hospital social work, and he presents at numerous professional meetings. In particular, Mr. Marks is in high demand as a workshop leader on topics of ethics, licensing test preparation, and supervision. He leads approximately 20 workshops per year across the state.

Mr. Marks chairs the BSW Oversight Committee, which is the first entity which reviews and refines the BSW curriculum. In addition, Mr. Marks has developed SOWK 4356 Professionalism and is currently developing a graduate version of that course in an online format. So he has experience in online curriculum, as well as experience in being an online student: Mr. Marks is a student in the Benedictine University (Chicago) pursuing an Ed.D. in Higher Education, which is an online program. Mr. Marks has experience in administering programs other than the BSW program. He was Executive Director of the Texas State Board of Social Worker Examiners from 1999-2006. He also was Program Coordinator in the state office of NASW-Texas, and served as Director of the Office of Conferences and Trainings, LBJ School of Public Affairs at University of Texas-Austin.

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Mr. Marks, who is a bright, articulate, committed BSW Coordinator, receives a 50% release to provide BSW leadership to do the following duties:

- ⇒ oversees the BSW curriculum (with the BSW Oversight Committee) and works with the School Director to make needed changes to curriculum and catalogue, per University policy and schedule
- ⇒ informs and answers questions for potential BSW majors, particularly at such forums as BobCat Days
- ⇒ oversees the BSW admissions process with the BSW Committee
- ⇒ works with the BSW Advisor to ensure that pre-majors and majors are progressing satisfactorily through their degree plans
- ⇒ conducts the BSW Success Orientation for incoming BSW majors
- ⇒ chairs the BSW Committee, which reviews and refines policies, curriculum and admission matters of the BSW program
- ⇒ consults with BSW students and faculty who have questions or issues about curriculum or student performance
- ⇒ Is the first contact person to field student complaints, advising students of due process, informing the faculty and Director of problems, and consulting with faculty about ways to address problems



The process of accreditation, without question, is tedious and time-consuming. However, many social workers labor in agencies and entities that must be accredited. Therefore, the School is using our current CSWE accreditation as a “case in point” and object lesson for students to learn how to negotiate the accreditation process in general. We are incorporating and translating our School process into a larger professional learning opportunity for students.

- ⇒ communicates with the Field Office regarding BSW field issues, to make sure that BSW goals are met
- ⇒ monitors student enrollment and assists the Director in determining number of sections needed for BSW courses
- ⇒ works during the summer to ensure smooth BSW program operations
- ⇒ represents the BSW program to University and community, planning for future development and refinement of the program

Given the number of BSW students in the program and the work required to maintain excellence in the program, the 50% release is appropriate.

*Assistant Field Coordinator.* The School’s Assistant Field Coordinator, Mr. Dave Henton, LMSW, is primarily responsible for the BSW field placement program. Mr. Henton has been a full-time faculty person with the School for 20 years. He holds the MSW from University of Texas-Austin, has about 40 hours of doctoral studies in social work at Case Western Reserve, and holds the Masters of Arts in Pastoral Studies from Seminary of the Southwest. With a practice history of 6 years in mental health, Mr. Henton is an expert in working directly with vulnerable populations. He is a strong teacher who receives high student evaluations. As a Clinical Assistant Professor, Mr. Henton is not required to engage in scholarship as a function of his position, but he frequently presents at regional, national, and international meetings on topics of depression in the elderly, and spirituality in social work. Mr. Henton, who is bilingual, has been helpful in selecting and working with graduate students who are Hogg Foundation Bilingual Scholars, committed to a career in mental health with Spanish-speaking clients. He is Faculty Advisor for the Texas State Chapter of Phi Alpha Honorary Society.

Mr. Henton has been involved with field practicum at Texas State for 16 years. While he works with both graduate and undergraduate field, he is a strong partner with the BSW field program. Mr. Henton does an excellent job of networking with agencies across Central Texas as well as many agencies throughout the state, and draws them in as partners with the School in order to meet our mission. Mr. Henton receives 25% workload release to accomplish the following duties (in partnership with the Field Coordinator):

- Develops high-quality new field practicum sites and assesses whether affiliated agencies remain appropriate for the Texas State field placement partnership
- Helps update and refine Field Manuals and other field materials
- Works closely with faculty to ensure that field and class materials are integrated and function together to support the School mission
- Assists to plan, facilitate, and participate in both Agency-Based Field Instructor Workshops, and Pre-Field Orientations for students
- Interviews prospective field students and assesses their readiness for field, advising them on fields of practice and available agency experiences
- Consults with faculty as needed regarding appropriate placements for specific students, and to ensure that faculty have meaningful input into field

Olivia went on Dr.  
Hawkins' Study  
Abroad trip to  
Cambodia. She  
completed her field  
placement at Caritas,  
an agency which  
serves immigrants  
and refugees. She  
works at an agency  
now which serves  
refugees and child  
soldiers.

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- Identifies agencies at which particular students should interview, and ensures that those interviews are properly done
- Makes placements of students in specific agencies
- Serves as a liaison to students and Field Instructors, making 2-3 timely, well-focused field visits per semester to placement sites
- Teaches integrative field seminar for practicum students
- In conjunction with the student and the Field Instructor, assesses student performance in field based on competencies and practice behaviors
- Trouble-shoots difficulties in placements
- Helps design and implement the Field Evaluation process to ensure that the program is meeting goals and students achieve competencies
- Assist the Field Coordinator in various administrative activities, such as obtaining properly-executed Affiliation Agreements with agencies and assessing applications from new Field Instructors

These duties are large. If Mr. Henton were doing them alone, a 25% release would surely be inadequate, but he is working with Dr. Karen Knox, Field Coordinator. In addition, various faculty, such as Mr. Medel and Mr. McKimmey, handle many specific duties as they are assigned field sections.

***Field Coordinator.*** The School's Field Coordinator, Dr. Karen Knox, LCSW, has 21 years in social work education and has been with the School as a full-time faculty since 1995. Holding the MSW and Ph.D. in social work, she is a full professor with a notable record in publication and presentations on a national and international scale. She has 24 years of practice experience, particularly in working with domestic violence clients and juvenile justice matters. Dr. Knox has been involved with the Texas State Field Office for 15 years and is very knowledgeable about best practices in practicum. She is well-known and highly regarded among the School's field agencies, and is successful in working with students. Ultimately, she is responsible for the Texas State Field Office, and oversees Mr. Henton and other faculty who are assigned field duties to assure that they meet the goals of the Field Office. Her duties are quite similar to Mr. Henton, except that she is the lead person in making sure that the duties are carried out properly. In addition, Dr. Knox ensures that the School schedules the proper number of field sections, helps identify appropriate faculty to handle field sections, and ensures that field materials are correct on the web-site and on paper. She also chairs the Field Oversight Committee.

Dr. Knox has a 50% release to oversee the Field Office and is primarily responsible for the MSW Field program. When combined with Mr. Henton's 25% release, the School gives 75% release to manage field. It is a big job, but 75% release appears to be adequate to handle the tasks.