

# **Tenure Review Electronic Portfolio**



**Submitted By:**

**Sharon Alston Assistant Professor**

**Ethelyn R. Strong School of Social Work**

**Submitted To:**

**Isiah Marshal Jr.**

**Dean of School of Social Work**

**Submitted On:**

**February 15, 2023**

## Table of Contents

Table of Contents .....	2
Introduction .....	<b>Error! Bookmark not defined.</b>
CATEGORY I: TEACHING .....	4
A. Instructional Design .....	5
B. Content Expertise .....	5
CATEGORY II: SCHOLARLY ACTIVITY .....	8
CATEGORY III: SERVICE AND PROFESSIONAL DEVELOPMENT .....	13

## INTRODUCTION

In accordance with Norfolk State University, the Ethelyn R. Strong School of Social Work, and the established standards and guidelines of the faculty handbook, I am submitting this tenure review portfolio for review for consideration for promotion to the rank of Associate Professor and for tenure. I have met the university requirements of Doctorate Degree in Social Work from Howard University; I have eight years of fulltime teach with five years have been here at NSU. This narratives describes my accomplishments in the categories of teaching, scholarship, and service.

I hold a bachelor's degree from George Mason University Department of Social Work and Master and Doctor of Philosophy degrees in Social Work from Howard University. The education I received from these two excellent and yet very different institutions have prepared me both professionally and intellectually for the profession of social work. As my **curriculum vitae shows**, I have taught a variety of courses and include human behavior in the social environment, research methods, introduction to social work, and juvenile delinquency and prevention, contemporary youth, and approaches to group work.

Upon my employment at NSU my goal was to become a tenured professor and become a contributing member of the NSU faculty with a focus in the Ethelyn R. Strong School of Social Work. My research interest is in child welfare with a focus on African American youth. I have three data sets with which I continue to develop manuscripts for publications. The first is the District of Columbia Foreclosure and Migration Study (DCFAM), a three-year research project assessing youths' physiological and psychological responses to stress. The second is the Context Matters data. These data assess the social, emotional, and environmental correlates of risk and protective factors among a sample of youth in public housing. The final one is the impact of Covid-19 on residents of St. Paul Community in Norfolk Virginia. I anticipate that these projects will produce rich primary data from which I will be able to publish quality empirical manuscripts. Using these data, I have presented at professional conferences, published several papers, and have several manuscripts in progress all of which can be viewed on my CV as well as in the various categories of this review.

My goal for the 2023 calendar year is to continue to secure extramural funding, present and publish peer reviewed research. Pursuant to this goal, I am working on two major grant applications in collaboration with Eastern Virginia Medical Center department of Pediatrics. One is through the Jeffers foundation for \$150,000. The other is through the William T Grant Foundation for \$600,000.

**In summary**, I have made distinguishable progress in my teaching, scholarship, and service. I am confident with the continued support of the administration and my colleagues; I will be persistent in my scholarly activities and contribution to the University. This portfolio is a representation of my knowledge, skills, experiences, and distinguishable contributions to the Ethelyn R. Strong school of Social Work and to The University. Evidence of my accomplishments can be viewed in the electronic e-portfolio at [www.Drsharontalston.com](http://www.Drsharontalston.com)

## **CATEGORY I: TEACHING**

### **A. Teaching Philosophy**

Teaching is a practice, or profession of a teacher. I derived my philosophy for teaching and learning from two theoretical models of teaching. The Socratic Model is an approach that encourages self-discovery and asserts that the teacher's responsibility is to "tap into the common stock of ideas already known by the students" (Howard University, 2005). The Eisen and Bonwell's active learning model which places emphasis on the process of learning rather than the product. In this model, students are given the autonomy to facilitate discussions on class content (Howard University, 2005).

Using these two models as a foundation, I employ an approach to teaching and learning that forces students to look and think beyond the obvious by challenging them to question what they have already learned. There is an expectation that the student will take an active role in the facilitation of their learning as well as in each other's learning.

In this philosophy, I have a set of assumptions regarding the instructor, the student, and the classroom. The instructor must be willing to be a student remaining open to new ideas, especially those ideas of his or her students. He or she must be willing to engage continuously in scholarship for the purposes of personal and professional growth. The student must be committed to learning not just for the sake of a grade but also for the benefit of acquiring new knowledge to operate and communicate within their respective discipline confidently and competently. The student must also be an active agent in the learning process and willing to make a personal investment in their learning. The classroom should be a place where students feel safe to take risk and to test newly acquired skills with the instructor as well as with each other.

In addition to the acquisition of knowledge, one goal is to allow students to become active participants in the teaching and learning relationship by encouraging them to think critically about the content being presented and to openly express their ideas about this information both in writing and orally. A second goal is to create an atmosphere where students can feel free to engage in authentic dialogue about the subject matter with both the instructor and their classmates. I accomplish this goal by acknowledging that students bring to the classroom [their own] knowledge and experience and assuring them that they are valuable contributors to the teaching and learning process. In sum, I see teaching as a joint effort that involves both the student and the instructor. The instructor, however, is ultimately responsible for and accountable to his or her students.

## B. Teaching Responsibilities

A review of my faculty application and curriculum vitae can serve as evidence of my qualifications to teach the course listed. In addition, I have a terminal degree (Doctor of Philosophy) in Social Work, and I have certification in **College and University Teaching from Howard University**. I have taught the following courses:

SWK 829 Advance Research Practice,  
 SWK 816 Research Methods II,  
 SWK 813 Research methods I,  
 SWK 697 Social Work Research I,  
 SWK 698 Social Work Research,  
 SWK 696 Human Behavior,  
 SWK773 Applied Groups Skills,  
 SWK 639 Ethnicity,  
 SWK 675 Social Work profession,  
 SWK 418 Contemporary Social Policy Issues.

## C. Instructional Design

Upon joining the NSU faculty, I was assigned three courses and provided syllabi for each course. Over the years I have modified the syllabi to include updating course material and assignments. To date, my syllabi follow the Norfolk State University guidelines and include the core competency as required by the Council on Social Work Education (CSWE), the accrediting body for Schools of Social Work. In addition, I have course outlines and rubrics to support student's success on assignments and to remain abreast of the course expectations. All syllabi are always readily available online during the first week of class and hard copies are distributed on the first day of classes.

The instructional activities and assignments for all courses clearly relate to and facilitate the achievement of course level outcomes. **Instructional activities** also allow for the opportunity for students to engage with the me as the instructor as well as with their peers. **Required, supplemental and suggested readings** all align with and help to facilitate understanding of subject matter and facilitate the achievement of program and course level outcomes. All selected **instructional materials** are commensurate to the program level (MSW, Ph.D.) and for all students accepted into the Ethelyn School of Social Work. All required readings have a publication date that is within ten years of the semester in which it was assigned. In addition, only the latest edition of textbooks is utilized for the required textbook of each course. However, some assigned readings and textbooks are considered seminal work and may exceed this timeframe. Instructional handouts are designed with intention and distributed to assist students in successful and accurate completion of the assignments. For example, in the research methods course I provide instruction for completing the research proposal. In addition, a framework for how to be successful at completing assignments is also distributed. It is important to mention that I regularly review course materials and update them as appropriate to meet the needs of the students.

My method of teaching comprises lectures, group exercises, and open-discussions, online discussions and interactive learning activities, experiential learning, and project-based learning pedagogy (PBL). Experiential learning and PBL are high impact instructional strategies that engages students in “sustained, collaborative real-world investigations” (Coffey, 2015). In these approaches, projects are planned and organized around a real social issue or problem, and with guidance from me as the instructor, students develop strategies that seek to explore and develop meaningful interventions to address the identified social issue. These teaching methods reflect the current pedagogical expectations for the social work curriculum and program.

Specifically, I utilize lectures to provide students with general and background information on a topic. Group exercises are utilized to increase student engagement and to encourage critical thinking. For example, I provide students with vignettes and ask them to present to the class their findings, thoughts, opinions, and implications for the profession of social work. Open discussions allow students to introduce opinions and to solicit advice from other students. It also allows the opportunity to observe and evaluate how students process and respond to information. Through experiential learning and PBL, I use community base organizations as “experiential learning spaces” for students to acquire and test knowledge in real time.

Since the incorporation of Project-Based Learning (PBL) and Experiential Learning in the spring of 2018, the students have completed several projects: A research symposium, housing policy forum, presented poster presentations at the NSU Graduate Research Day conducted research on housing policies, and evaluated social welfare programs in Norfolk VA.

Utilizing these approaches, I have seen how students begin to think critically, challenge the empirical literature, demonstrate more confidence in their abilities as graduate students and emerging professionals, and to demonstrate collaborative and effective teamwork. I believe my approach to teaching align with and help to achieve student, course, and program level outcomes as well as the mission of the Ethelyn R. Strong School of Social Work to “prepare students with competence to develop and deliver services that strengthen and/or empower individuals, families, groups, organizations, and communities.

Evidence of instructional design can be on the electronic portfolio:

- **Assignments and Assessments**
- **Instructional Material**
- **Instructional Activities**

## D. Content Expertise -

My knowledge of the discipline is centered on three categories- knowledge of the direction of the profession, knowledge of advances in the specific curriculum content, and instructional strategies. The Council on Social Work Education (CSWE) - the accrediting body of the Social Work Profession- Educational Policy and Accreditation Standards (EPAS) is the document utilized to accredit social work programs. It sets forth the baseline for professional excellence in social work. The CSWE provides exemplary [curriculum guides](#) for teaching content. Of particular interest to me and my courses is specialized curricula guide for infant and childhood mental health, Health Social Work, and Macro Social Work Practice.

The instructional strategies are another area in which my knowledge of the profession has increased. Traditional approaches for teaching this content have included lectures with a midterm, a final examination and final research proposal. My experience with teaching in this manner is that students can pass the exams however cannot retain the information to successfully develop a research proposal. My training in online instructions, scientific teaching and effective teaching from The Learning Resource Network, Office of Academic Engagement, Mobile Institutes, and The Center for Teaching Learning, I have learned additional strategies for teaching social work content. For example, **Awareness:** Integrative Learning and the Workforce **Assessment:** Integrative Learning and Student Outcomes **Application:** Integrative Learning Across Campus.

Moreover, I consistently demonstrate competence with course content that is relevant and thorough. I remain abreast of the current literature in social work education produced by well renowned scholars in social work with particular interest in research methodology, data analysis, and positive youth development. Among them are Dr. Solomon Abu-Bader, James Engle, Earl Babbie and Christina Rubin, Robert Weinbach and Richard Grinnel. I attend workshops that present empirical data of selected issues in adolescent development. Of particular interest was the presentation on social determinants of health I have competence in the delivery of course content. Course evaluations (see table) are evidence of competence in course content. My course evaluations have all be above satisfactory. My overall rating is 3.5 on a 4-point scale In addition; I have advance training and knowledge in research methods and analysis as evidenced by my CV. In addition, for the past five years, I have attended training and professional development activities with the **Robert Wood Johnson Foundation, Council on Social Work Education** all of which has helped me to remain abreast of the recent literature regarding social science research, which I bring to the classroom. Evidence of the workshops can be view in professional development.

My use of technology in the classroom is consistent with the expectations of the Office of Extended learning. I use the University leaning management system Blackboard and the following statement is included in the course syllabi:

Blackboard. Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions:

<http://www.nsu.edu/elearning/firsttimeusers.html>

### **E. Student Course Evaluations**

My overall course evaluations have all been excellent. As are my ratings for course delivery and design. Although my ratings have all been excellent, I continue to engage in professional development activities so that I can remain abreast of the latest and innovative teaching pedagogy to improve students experience in the classroom (both face-to-face and online). I have received significant training in online teaching and learning which I plan to incorporate in the future courses. However, students have reported having a great experience in my courses.

### **F. Annual Peer and Chair Evaluations**

My annual peer evaluations have all been above excellent and range from 3.56 to 3.96. I have utilized the annual evaluations to improve in areas of limitations in the evaluative categories. The latest evaluation is for the 2021 year. As will note I have made significant progress in the area of scholarly activities.

## **CATEGORY II: SCHOLARLY ACTIVITY**

I define scholarly activities as the active engagement in educational and professional activities that increase knowledge and skills of the individual and one's ability to contribute to their respective discipline. During my tenure here at NSU, I have consistently engaged in scholarly activities that increased my knowledge and skills in my discipline as well as knowledge of other disciplines. Below you will a summary of my scholarly activities.

### **Publications**

Included in scholarly activities are publications of research that is peer-reviewed. I currently have eight publications in print, five are during my tenure here at NSU, four additional manuscripts are under review, ad severl more are in progress. This demonstrates an active, developmental and rigorous publicaion productivity.

1. Alston, s, Franklin, A. & Wright, R. (2022) Parental approaches to parenting and positive youth development, Journal of Human Behavior in the Social Environment, DOI: [10.1080/10911359.2022.2128139](https://doi.org/10.1080/10911359.2022.2128139)
2. Alston, S. & Wu, W. (2022) Aspirations and psychological correlates of Black females, Journal of Human Behavior in the SocialEnvironment, DOI: [10.1080/10911359.2022.2142718](https://doi.org/10.1080/10911359.2022.2142718)
3. Howard, S., Alston, S., Brown, M., & Bost, A. (2022). Literature Review on Regulatory Frameworks for Addressing Discrimination in Clinical Supervision. Research on Social Work Practice, 33(1), 84–96.  
<https://doi.org/10.1177/10497315221121827>



4. Alston, S., & Ericksen, E. (2019). The use of high-impact practices for teaching social justice content in social work curriculum, *International Journal for Talent Development and Creativity*, 7:2, 67–78
5. Alston, S., Chatman, M., Hylton, I. (2021) Reducing Youth Violence: An Evaluation of Project Youth MIND; Robert Wood Johnson Interdisciplinary Research Leaders; Cohort

#### **Other Relevant Publications**

1. Alston, S., Moore, C., & Thomas, M. (2017). Strategies for enhancing online teaching in social work education, *Journal of Human Behavior in the Social Environment*, 27:5, 412–423, DOI: 10.1080/10911359.2017.1311817
2. Freeman, K. E., Alston, S., & Winborne, D. G. (2008). Do learning communities enhance the quality of students' learning and motivation in STEM? *The Journal of Negro Education* 77, 227–240
3. Taylor, O., McGowan, J., & Alston, S. (2008). The effects of learning communities on achievement in STEM fields, *The Journal of Negro Education* 77, 190–202

#### **Manuscripts Under Review**

1. Alston, S. & Birore, C. (**under review**). Predictors of delinquent behavior among youth in public housing.
2. Alston, S. & Darden-Woody, B. (**Under review**). Experience of students in HBCU during the Pandemic.
3. Darden-Woody, B & Alston, S. (**under review**) Reflecting on pedagogy: Lessons learned from the pandemic
4. Alston, S. & Cope, C. (**under review**) African American Adolescents *Encyclopedia of Social Work*

#### **Manuscripts in progress.**

1. Alston, S (in progress) Predictor of futures aspirations among African American youth in public housing
2. Alston, S. & Cuellar, M. (in progress). Social determinants of class membership of risk and resilience among African American youth in public housing
3. Alston, S., Sessoms, C., & Norwood, A. (in progress) Culturally Responsive Pedagogy: An inclusive practice for urban education
4. Alston, S., (in progress) Project Based Learning in teaching research methods in social work education.

## **Presentations**

Over the past five years, I attended and presented at the at the Council on Social Work Education (CSWE) Annual Program Meetings as well as other national professional meetings. My presentations have been interdisciplinary with colleagues from other reputable institutions to include Morgan State University My research has been well received by the social work community and I am confident I have brought recognition to our university. In 2022, I have presented papers at Council of Social Work Education (CSWE) 2022 Annual Program Meeting (APM). I presented at the American Professional Society for Abuse children. My active engagement in this scholarly activity exceeds the expectations of the Ethelyn R. Strong School of Social Work and aligns with Norfolk State University's value of excellence. **Listed below are my professional presentations from 2017 through 2022**

1. Alston, S. (2022) Parental Approaches to Parenting and Positive Youth Development 2022 Annual Program Meeting
2. Alston, S. & Birore (2022). Correlates and Predictors of Delinquent Behavior Among African American Youth Living in Urban Public Housing. 2022 Society for Social Work Research Annual Conference
3. Howard, S., & Alston, S. (2022) Codifying Our Ethical Commitment to Social Work Colleagues: Supporting Black Supervisees, 2022 Annual Program Meeting
4. Howard, S., & Alston, S. Vaughan-Eden, V. (2022) Assessing Risk in Children's Exposure to Domestic Violence: A Roundtable Discussion American Professional Society for Abuse children.
5. Alston, S. (2021). Digital Learning Resources: A Strategy for Teaching in the Pandemic Council on Social Work Education 2021 Annual Program Meeting
6. Alston, S. (2020). The use of high impact practices in social work curriculum for creating pathways to careers. The University System of Georgia Teaching and Learning Conference.
7. Alston, S. & Durham, R. (2020). Cross collaboration of care in child welfare. Mississippi Child Welfare Conference.
8. Alston, S. (2019). Parental approaches and positive youth development. Mississippi Child Welfare Conference
9. Alston, S. (2018) Student learning all colors and styles. Association of Baccalaureate Social Work Program Directors Annual Conference
10. Alston, S., Chatman, M., & Hylton, I. (2017). Assessing the use of restorative justice, mindfulness, and resilience in reducing violence among African American high school students. Interdisciplinary Research Leaders Convening Conference. Minneapolis, Minnesota
11. Alston, S. and Cuellar, M. (2017). Exploring risk and resilience of African American youth residing in public housing. 2017 Society for Social Work Research Annual Conference
12. Vakalahi, H., Alston, S., Countee-Gilliam, C., Evans, D., Davison, D., & Wilson, D., (2017). Women of color writing retreats: Experiences and outcomes. 2017 Council on Social Work Education Annual Program Meeting

## **Technical Application**

I completed a technical report to the Department of Health and Human Services for the State of New Hampshire Ryan White CARE program

## **Submits through University Channel a Grant Proposal**

Grantsmanship is another scholarly activity in which I have been actively engaged. Over the last five years I have submitted 16 grant applications to support research in teaching, youth development, health disparities and housing relocation policies. My area of focus for these grant applications centers around the identification of disadvantaged families and under which environmental conditions lead to better outcomes for children reared in disadvantaged families. Findings I report from these data will serve as the groundwork for applying for extramural funds provided through mechanisms via the National Institute of Health, Robert Wood Foundation and Casey Foundation. These professional development activities align with the NSU 2016-2017 strategic priorities to “package our growth; and sustain and build on our success.” I submitted several grant proposals through the University for funding. In 2022 I have applied for \$75,000 in funding through the NSU School of Public Health Initiative.

1. Community Engagement Council on Social Work Education **\$10,000**
2. Council on Social Work Education CSWE on Creating Policy- Enhancing Field Placement Experiences **\$20,000**
3. United Negro College Fund **\$10,000**
4. Faculty Professional Development **\$5,000**
5. Robert Wood Johnson Policy for Action **\$250,000**
6. Robert Wood Johnson Evidence for Action **\$250,000**
7. Sociological Initiatives Foundation **\$20,000**
8. Interdisciplinary Research Leaders Health Equity **\$10,000**
9. Center for African American Public Policy Faculty Scholars **\$5,000**
10. Emerging poverty scholars provide exceptional junior scholars from underrepresented racial and ethnic populations with flexible funding over a one-year award period. **\$20,000**
11. **Wellcome Project \$25,000**
12. Validation of a Risk Assessment for Children’s Exposure to Domestic Violence **\$ 650,473.06**
13. Regulatory Frameworks for Addressing Discrimination in the Clinical Licensure Process **\$94,000**
14. City of Norfolk Evaluation Services of the People First Initiative \$787,713
15. NSU Health Disparities Center of Excellence Norfolk, VA. **\$5,000**
16. CoPe: Enhancing Resilience and Equity in Urban Coastal Communities through the Co-Generation of Community Capitals **\$5,000,000**

## **Grants Funded**

Upon my arrival to NSU I was Co-Investigator for a \$350,000 Robert Wood Johnson grant. My research project Promoting Youth Resilience, Health, and Safety through Mindfulness - Interdisciplinary Research Leaders (irleaders.org) was a three year project that addressed violence among youth in Washington DC. Since then, I have ten additional funded research projects. These projects contribute to the acquisition of data on teaching and learning as well as primary data on health disparities of minority families in public housing. The results from these data will be used to apply for additional extramural funding opportunities such as National Institute of Health, Robert Wood Johnson Foundation, William T Grant Foundation, and United Negro College Fund. Listed below are the funded grants and the amount of funding received.

1. CSWE on Creating Policy-Related Community Engagement \$10,000
2. Interdisciplinary Research Leaders Health Equity \$12,500
3. Center for African American Public Policy Faculty Scholars \$5,000
4. Community Change Leadership Network Black Womxn's Leadership Grant (2020) \$2,500
5. Housing as the Social Determinant of Health. Impact of Covid-19 on relocating residents of the St. Paul Community of Norfolk, VA. NSU Health Disparities Center of Excellence \$5,000
6. Evaluation Services of the People First Initiative, The City of Norfolk \$787,713
7. Community Change Leadership Network Black Womxn's Leadership Grant (2021) \$2,500
8. Coastlines and People Hubs for Research and Broadening Participation, National Science Foundation \$5,000,000
9. Course Hero \$2,000
10. Center for African American Public Policy Faculty Scholars \$5,000

## **Grant Renewal**

In spring of 2020, I received a no-cost extension for the research fellowship project. I received an additional **\$12,500** to continue research on Promoting Youth Resilience, Health, and Safety through Mindfulness. The Evaluation Services of the People First Initiative grant has also been renewed for 2023 in the amount \$200,000.

### **Paid Consultant**

Because of my expertise in research, evaluation and teaching with technology, I have maintained consulting contracts with the Cengage Publishing Company, Management Solutions Consultantant Firm and Bynum and Jenkins Law Firm. I provide consultation to States on their Ryan White CARE program. I provide training and consultation to faculty interested in teaching on line, I provide technical support to states in their evaluation of health and mental care with persons living with HIV and AIDS. I am also consulting with the I provide guidance on the psychosocial history of their clients. All of these consultant contracts has increase my credility and reputation of the University.

### **Supervises Research Projects.**

My grantsmanship allows for the opportunity to include students as research assistants where they learn valuable administrative skills in research and evaluation. In addition, the students receive training in survey construction and administration. Over the past five years, I have supervised students on the project youth MIND reach project, **the health disparities research project and the Evaluation Services of the People First Initiative project.** I also have an undergraduate mentee who is currently conducting research on socially vulnerable communities and will be presenting 2023 Southern Eastern Psychological Association Conference in New Orleans, Louisiana.

### **Reviews Manuscripts, Books, Journals and Articles.**

Similarly, **I have provided professional consultation to social work organizations.** I have served as a peer reviewer for the Journal of Behavioral Health, the Council on Social Work Education, Sage publication, and Cengage publishing company. The first is for the second edition of the Fundamental of Social Work Research and the second is an easy guide to research design and SPSS. These activities have advanced my knowledge and credibility in the social work profession.

## **CATEGORY III: SERVICE and PROFESSIONAL DEVELOPMENT**

### **A. Professional Development:**

Each year of employment at Norfolk State University, I have consistently attended professional conferences off campus as well as attended workshops on campus through the Center for Teaching and Learning. During these conferences, I attend professional workshops that contribute to my professional development in the areas of African American Youth, Adolescent Development, Social Science Research and Analysis and best practices in teaching. Through the NSU Center for Teaching and Learning, I have attended workshops on teaching and learning to include Blackboard, micro-lectures, and student engagement.

Since y employment with Norfolk State University, I consistently acquire new skills and experience through professional development. I attended weekly webinars sponsored by the **Robert Wood Johnson Foundation** on research and health disparities. In addition, I attend the child welfare conference in Jackson State University, the Council on Social Work Annual Program Meetings, Society for Social Work Research annual conference

and the American Professional Society for the Abused Children conference where I received additional training for professional development.

I have also acquired additional professional development training with an emphasis in online teaching and learning. I have received certification in online teaching from Norfolk State University Faculty Certification Program for Teaching Distance Education. I also completed nationally recognized certification **LERN certified online instructor** and have been trained in best practices for online teaching. Further, I completed the Association of College and University Education (**ACUE**) training on effective pedagogy.

Contributing to my professional development in my status as an Alumni with the Robert Wood Johnson Foundation. As an alumnus I have access to monthly networking and training which I have received invaluable support and guidance. [Promoting Youth Resilience, Health, and Safety through Mindfulness - Interdisciplinary Research Leaders \(irlleaders.org\)](https://www.irlleaders.org/)

My professional development efforts have contributed to the professional development of my colleagues and students. I organized training for faculty on using digital resources as well as lead a workshop on teaching research methods. I have also created opportunities for students to present at meetings and symposia. In the spring of 2018, I sponsored a research symposium titled “Bridging the Gaps of Social Work Research.” There over 80 students in attendance. In addition, students from the SWK 697 had an opportunity to participated in the program as moderators and guest speakers. In the Spring of 2019, I sponsored a research symposium where the MSW students presented their research. on Housing Policy. Four social work students presented their research on the impact of housing policies have on families in public housing. In the Fall of 2019, I sponsored a Policy Forum “Social Action Social Change” and Workshop on writing policy I invited guest speakers to discuss the of advocacy on policy. In the fall of 2021, I served on a panel for new faculty orientation. I was able to speak with new faculty about grantsmanship that included searching for grants and understanding the university process for grant submission. In the summer of 2022, I sponsored a community engagement meeting with faculty and community organizations. The event was well attended and resulted in increase resources for the school of social work.

### **Membership in professional organizations.**

Equally important to professional development is **membership in one’s professional organizations**. Over the last five years I have been a member of the Society for Social work Research (SSWR), Council on Social Work Education (CSWE), the National Association of Social Workers (NASW), and ACOSA. These are the leading professional organizations for social work profession. I currently hold membership in the Council on Social Work Education, American Psychological Association, American Professional Society on the Abuse Children, Southeastern Psychological Association.

In addition to my membership, I have rendered professional service to other agencies in the capacity of Board Members, Proposal reviewers and program evaluator. I currently



serve on the advisory board of the Peace thru Culture organization.

<https://www.peacethruculture.org/about-ptc>

## **B. University Service:**

Evidence of my scholarship and teaching interest is inherent in my service. I served as a consultant, volunteered as a guest speaker and facilitated psycho-educational groups to youth in DC via the Department of Parks and Recreation (DCDPR). I also serve on the board of the Peace thru Culture (PtC) a non-profit organization. I am most proud of my participation in the annual Queens Bridge Community Operation Safe Block Summer Series program. Each year I collaborate with members of the Queens Bridge Public Housing development in New York City, The Operation Safe Block, and recording artist Nasir Jones to plan, organize and execute a series of activities for youth of the Queens Bridge Housing Development. In July of 2022 I was able to support 30 youth from Norfolk to participate in the camping trips. This year I also engaged in global community service engagement supporting two primary schools of The Lethe Community in Montego Bay Jamaica. I have facilitated the acquisition of school supplies, Christmas toys, kitchen equipment and structural improvements to the school. I am currently featured in the NSU Behold magazine describing this service.

My professional service to the social work profession includes acting as the Vice President of Conferences for National Association of Social Workers and membership in the Council on Social Work Education—two prominent professional organizations for social workers. These activities align with the profession's value of service and the ethical principle to elevate service to others above self-interest (NASW, 2015).

My service to the University and School of Social Work includes supporting University-wide events and activities. I attend activities and events sponsored by other academic programs and colleges to demonstrate my support for the growth and development of the University. I have served on the University assessment committee, Compliance committee and Faculty Senate. Specific to my program- social work, I have served as the lead faculty for research sequence. As the lead faculty, I mentor the adjunct faculty and provide administrative support for their courses (e.g., order books, provide syllabi, consult on students' progress). I currently serve as the advisor to the MSWGO student organization. I consistently and regularly participate in all School, department and University Wide meeting meetings (see School faculty minutes).

I have served on the School of Social Work's Library, Assessment, Social Work Month Committees. I have also served on the University Assessment committee, the Faculty Senate, and I have served on two national searches (Vice President of University Advancement and The vice President for Compliance). I also serve on the subcommittees on the faculty evaluation, policies and procedures and the faculty status and welfare.

In addition to my service within the University, I cooperate with my colleagues as remain courteous and collegial in the work environment. I maintain professional relationships with colleagues and supervisors. I have collaborated on research and have presented at professional conferences with colleagues. I have a published paper with faculty in social work as well as with faculty in psychology and education.

Relationships with students are equally important. I currently serve as a mentor for under graduate research. Through this mentoring relationship I routinely support students in their endeavors to enhance the quality of campus life. In addition I routinely meet and advise my students both on academic affairs as well as professional guidance. My current mentee will be presenting at the 2023 Southern Eastern Psychological Association Conference in New Orleans, Louisiana.

[TOC](#)