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Teaching Efficacy and Context:

Integrating Social Justice Content into Social Work Education

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Philosophy

in Social Welfare

by

Simon Peter Funge

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ABSTRACT OF THE DISSERTATION

Teaching Efficacy and Context:

Integrating Social Justice Content into Social Work Education

by

Simon Peter Funge

Doctor of Philosophy in Social Welfare

University of California, Los Angeles

Professor Todd Franke, Chair

Social work education programs accredited by the Council on Social Work Education (CSWE) are expected to cultivate the knowledge and skills students require to competently challenge social injustices and advance social and economic justice in their professional practice (CSWE, 2008a). Because social work educators play a key role in this effort (Gil, 1998; Van Soest & Garcia, 2003), this study explored educators' beliefs have about their ability to fulfill this role. This exploration integrated teacher efficacy theory (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998) and ecological systems theory (Bronfenbrenner, 1979, 1994) to determine to what extent the educational context as well as the personal and professional characteristics of educators affected these beliefs. Over 500 full-time social work educators responded to a request to complete a 56-item online survey instrument regarding their efficacy beliefs about their ability to integrate social justice content into their teaching in addition to information regarding the educational context in which they taught as well their personal and professional characteristics.

These educators reported a high level of efficacy beliefs about their abilities to (a) facilitate student engagement and (b) encourage student learning when integrating social justice content into their teaching. In addition, the educational context was demonstrated to be influential on educators' efficacy beliefs. In particular, an educators' resolve to integrate this content and the availability of programmatic support proved significant. Further, educators' ethnic identity as well as the mastery experience of integrating human rights content proved most relevant to one or both sets of efficacy beliefs. In addition, from respondents' written comments, the effects of program mission and integration, faculty preparation and engagement, students' positionality, and the challenge of connecting an abstract concept to concrete practices were each revealed as relevant to efforts to integrate social justice content into teaching. Finally, implications for future research including the need to establish whether educators' efficacy beliefs reflect their actual teaching performances as well as the practical application of these findings for social work education programs are provided.

The dissertation of Simon Peter Funge is approved.

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2013

For my fellow social work educators

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CHAPTER 1

INTRODUCTION

Professional social workers are ethically obligated to promote social and economic justice by attending to the systemic causes of social problems and affecting social change with, and on behalf of people who are experiencing or are vulnerable to discrimination, oppression, poverty, or other social injustices (NASW, 1996, revised 2008). As one of six core values identified by the National Association of Social Workers (NASW), social justice underscores professional social workers' responsibility to promote access to the resources and opportunities disenfranchised populations require to more fully participate in society (NASW, 1996, revised 2008). In turn, this professional obligation informs the educational policies and standards that guide social work education programs' efforts to orient students to this value (CSWE, 2001, revised 2004). More concretely, accredited social work education programs are expected to deliver content that contributes to the development of the knowledge and skills students require to effectively challenge social injustices and advance social and economic justice in their practice (CSWE, 2001, revised 2004; CSWE, 2008a).

Recognized as the sole accrediting body for social work education by the Council for Higher Education Accreditation (CHEA), the Council on Social Work Education (CSWE) seeks to ensure that accredited social work education programs adequately prepare students to become competent practitioners (CSWE, 2010). In service of this goal, CSWE outlines Educational Policies and Accreditation Standards (EPAS) that inform the responsibilities and obligations each accredited program has to its students (CSWE, 2010).

Accredited social work programs are subject to the guidelines provided in either the 2001 EPAS or the 2008 EPAS. [1] In both documents, specific statements about educating students with regard to social justice are provided. In the 2001 EPAS, Foundation Curriculum Content areas 4.1 (Diversity) and 4.2 (Populations-at-Risk and Social and Economic Justice) direct social work programs to deliver content so that students acquire tools to recognize diversity and develop strategies "for effective practice with persons from diverse backgrounds" (p. 9) in addition to the skills they require to advocate for socially and economically just systems (CSWE, 2001, revised 2004). A program's curriculum is, therefore, expected to incorporate content on at-risk groups including strategies for reducing risk, and should be "grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression" (CSWE, 2001, revised 2004, p. 9).

With the release of its 2008 EPAS, CSWE shifted away from mandating specific program content to allowing programs to develop curricula built around core student competencies (CSWE, 2008a; Holloway, Black, Hoffman & Pierce, 2009). [2] [3] It should be noted that while new

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[1] While all accredited programs are currently subject to the mandates of CSWE's 2008 EPAS, either document may be applicable dependent upon which stage of CSWE's accreditation process a social work program is currently engaged. According to Judith Bremner, the Director of CSWE's Office of Social Work Accreditation (OSWA), as of February 8, 2011, "approximately 62 [CSWE-accredited] programs or 9% are still providing course content based on the 2001 EPAS or are in transition" (personal communication, February 8, 2011).The curriculum for social work education programs that were accredited, or had their accreditation reaffirmed prior to October 2010 continue to operate under the educational policies and accreditation standards outlined in the 2001 EPAS. In addition, programs that filed an application for candidacy prior to September 2008 used the 2001 EPAS for their accreditation process. However, when these programs engage in the reaffirmation process after September 2010, these programs will then develop their curriculum in line with the 2008 EPAS (CSWE, 2012a, 2012b). Programs seeking accreditation after October 2010 will build their programs around the 2008 EPAS.

[2] Where previous EPAS mandated specific curriculum content, the revised EPAS have been developed to provide greater flexibility for programs to creatively and insightfully develop their

for social work, competency-based education as an organizing principle for professional education is well established in other professions (e.g., teacher education, medicine, nursing, law and business) (Holloway, et al., 2009). Specific to social justice, Educational Policy 2.1.5 (Advance human rights and social and economic justice) details the relevant knowledge, values, skills, and expected practice behaviors associated with competency in this area. Despite the shift from program content to student competencies, however, the foundational understanding and skills related to social justice that students are expected to acquire, as outlined in the most recent document, continue to be similar to those identified in the earlier document. It is therefore reasonable to assert that, regardless of the particular EPAS to which a program is subject, all CSWE-accredited social work education programs are responsible for supporting the development of the values, knowledge, and skills students require to effectively advocate for, advance, and promote social justice in their professional practice. By extension, social work educators must play a key role in preparing students to practice in a manner consistent with their ethical responsibility to promote social justice (Gil, 1998; Van Soest & Garcia, 2003). Nevertheless, multiple factors may complicate their ability to fulfill this commitment.

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curriculum as appropriate and relevant to their particular context (Holloway, 2008; Holloway, et al., 2009). In this way, the responsibility for designing curriculum is shifted to the individual program away from the ever-expanding set of prescriptions delivered by CSWE (Holloway, et al., 2009). As a result, Holloway, et al. (2009) argue that programs are given the freedom to develop a distinct set of curricula in line with the program's "particular focus or orientation", p.7), and will, therefore, be better able to respond to the unique needs of the communities they serve.

[3] Competencies, as operationalized by CSWE, refer to the ability of a student to demonstrate that they are able "to execute an interrelated and comprehensive set of practice behaviors" (p. 2) grounded in a constellation of relevant knowledge, values and skills necessary for entering practice (Holloway, 2009). In the sense it is used in the 2008 EPAS, competence does not necessarily signify expertise or "the end of professional preparation" (p. 2); rather, it is meant to represent a threshold "separating the novice from the competent practitioner" (p. 2) (Holloway, et al., 2009).

Background of the Problem

Reisch (2011) has argued that there is a gap between the rhetoric of social justice and the knowledge and skills students develop in their social work education programs. As a consequence, argues Reisch, social work graduates are largely unprepared to affect socially just outcomes through their practice. A number of factors may be undermining the efforts of social work education programs to prepare students in this manner. For instance, whether educators are invested in, or prepared for, the effective incorporation of social justice content into their teaching may be a factor (Bell et al., 1997; Bent-Goodley, 2008; Funge, 2011; Garcia & Van Soest, 2000; Gutiérrez, Fredricksen & Soifer 1999; Singleton, 1994; Van Soest & Garcia, 2003).[4] For those educators who actively integrate social justice content into their teaching, they may be confounded by student responses, including students' resistance to the material (Bell, et al., 1997; Deal & Hyde, 2004; Fleck-Henderson and Melendez, 2009; Garcia & Van Soest, 2006; Singleton, 1994; Tummala-Narra, 2009; Van Soest & Garcia, 2003), and may require additional collegial or institutional support for teaching this content (Abrams & Gibson, 2007; Funge, 2011; Jacobson, 2009; Singleton, 1994).

In the broader context, Birkenmaier, et al. (2011) have argued that a failure to identify a universal definition of social justice for social work education may be undermining educator's efforts to adequately prepare social work students for socially just practice. In contrast, some scholars and commentators argue that because social work education is focused on social justice, it is ideologically-driven and undermines accepted standards of higher education (NAS, 2007; Stoesz, 2008; Stoesz & Karger, 2009a, 2009b; Will, 2007). Related to this, others have contended that CSWE's social justice policies and standards are too vague and that, as a result,

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[4] Social justice content, in this context, includes content focused on diversity, different forms of oppression including racism, power, and/or privilege.

social work educators may be prone to presenting a politically unidimensional conception of social justice in their teaching (Pardeck, 2005; Thyer, 2009). Still others, acknowledging these critiques, have asserted that the profession (inclusive of social work education) may need to expand and deepen its understanding of competing, often contested, social justice perspectives (Abramovitz & Lazzari, 2008; Van Soest, 2007). Or, as Reisch (2002) has argued, the profession may need to identify a more coherent framework (or frameworks) for achieving social justice. In light of the observation of a number of scholars who maintain that social work, in practice, has effectively abandoned its historical commitment to social justice (Chu, Tsui, & Yan, 2009; Gil, 1998; Karger & Hernández, 2004; Reisch, 2002; Reisch & Andrews, 2001; Specht & Courtney, 1994), this may be an accurate assessment. However, regardless of whether these claims are correct, or of the coherence of a particular educator's efforts to prepare students to practice in a manner consistent with the profession's objective to promote social justice, social work educators are obligated to support CSWE's social justice directives.

Statement of the Problem

Few empirical studies have explored how social work educators have integrated CSWE's social justice guidelines into their teaching let alone their perceptions regarding their capacity to prepare competent social justice-oriented graduates for practice (see Longres and Scanlon (2001); Hong and Hodge (2009); and Funge (2011) for exceptions). Moreover, no studies have assessed the extent to which factors in the educational context might affect these perceptions. Given that this information is unknown and given the import of CSWE's educational policy and accreditation standards related to social justice, an investigation of social work educators' perspectives regarding this responsibility as well as an exploration of the factors that affect these perspectives is warranted.

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Purpose of the Study

The purpose of the study is: (1) to determine the extent to which social work educators perceive they are capable of integrating content consistent with CSWE's Educational Policy 2.1.5 (Advance human rights and social and economic justice) into their teaching; (2) to determine the extent to which factors in the educational context may impact these perceptions; and (3) to determine the extent to which the personal and professional characteristics of educators affect these perceptions.

Gauging the extent to which social work educators' report that they believe they are able to integrate social justice content into their teaching alongside an assessment of those factors that may influence these beliefs will provide useful information to CSWE and CSWE-accredited programs in their ongoing efforts to support social work educators' efforts to successfully integrate social justice content into their teaching. Those factors determined to be undermining social work educators' perceptions about teaching this content, for example, might be reconsidered or remediated, while those that are determined to enhance these perceptions may be augmented and replicated.

Theoretical Framework

The study integrates two theoretical constructs as a means to frame the inquiry. Both stress the significance of the environment as it acts upon and is acted upon by human behavior. Social cognitive theory posits that the environment interacts with the individual in a reciprocally determining manner such that it simultaneously enables and regulates the development and functioning of its members (Bandura, 2001). However, human functioning is not just a reaction to, or a product of, the environment, but also functions to produce the environment (Bandura, 2001). Similarly, ecological systems theory proposes that the environmental context plays a

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significant role in human development and behavior such that the interactions between the individual and their environment are dynamic and reciprocal. In other words, the individual has an effect upon, and is affected by, the environment just as the environment has an effect upon, and is affected by, the individual (Bronfenbrenner, 1979, 1994). They differ, however, in their focus. Where ecological systems theory focuses primarily on features of the environment that impact the development and behavior of the individual, social cognitive theory focuses on those internal mechanisms that drive an individual's development and behavior as they are influenced by and influence their environment.

Social Cognitive Theory

Social cognitive theory, and more pointedly, the concept of self-efficacy, draw attention to the environmental context as it is affected by and affects individuals' beliefs about their capacity to act upon the environment in pursuit of desired outcomes (Bandura, 2006). As applied to teaching, self-efficacy beliefs refer to an educator's beliefs about his or her capacity to teach effectively (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). In the case of this study, teacher efficacy beliefs broadly refer to a social work educator's beliefs about his or her capacity to effectively teach social justice content.

More generally, Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) conceptualize teacher efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233). Emergent from this conception, Tschannen-Moran and Woolfolk Hoy (2001) differentiate three kinds of teacher efficacy: (a) Efficacy in student engagement (e.g., helping students think critically); (b) efficacy in instructional strategies (e.g., responding to difficult questions from students); and (c) efficacy in classroom management (e.g., controlling disruptive behavior in the

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classroom). At the university level, Chang, McKeachie, and Lin (2010) define teaching efficacy as "faculty members' judgment of their capabilities in course design, instructional strategy, technology usage, classroom management, interpersonal relations, and learning assessment" (p. 210).

Teacher efficacy has been shown to influence educators' behaviors including the quality and type of instruction educators deliver in the classroom (Bandura, 1997) and has been linked to student motivation, achievement, and efficacy (Anderson, Greene, & Loewen, 1988; Ashton & Webb, 1986; Bandura, 1997; Midgley, Feldlaufer, & Eccles, 1989; Ross, 1992; Ross, Hogaboam-Gray, & Hannay, 2001). Educators who report higher levels of teaching efficacy have been found to be more focused on academic work in their classroom, are more affirming in the type of feedback they give to students, are more committed, persistent and resilient in their efforts to ensure that students understand the concepts they are being taught including being open to experimenting with different teaching methods. Low-efficacy teachers, on the other hand, have been observed to provide less time on academic content, are more critical of students, are more likely to give-up when students struggle to understand what they are being taught, and may avoid certain topics when their efficacy is lower in this area (Gibson & Dembo, 1984; Woolfolk Hoy, 2004).

It is important to note that educational researchers have primarily focused on teacher efficacy at the primary and secondary levels. In fact, studies exploring the teacher efficacy beliefs of college-level instructors are limited (Fives & Looney, 2009). Despite this, those that do focus on higher education rely upon the same theoretical foundation as those that focus on the efficacy beliefs of primary and secondary school teachers. Therefore, the construct has utility here for assessing the mechanisms that underlie social work educators' beliefs regarding their

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capacity to effectively teach social justice content. In particular, the model of teacher efficacy that Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) present provides a useful framework through which the teaching efficacy beliefs of social work educators can be understood (see Figure 1).

The cyclical nature of this model is important to consider. Drawing from Bandura (1986), Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) posit that teacher efficacy beliefs are contingent upon the educator's cognitive processing of the various sources of efficacy information available to them. The efficacy beliefs that emerge then impact the effort an educator invests in their teaching performances. Subsequently, these performances then provide additional sources of efficacy information further informing the educator's teaching efficacy beliefs about similar teaching tasks (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).
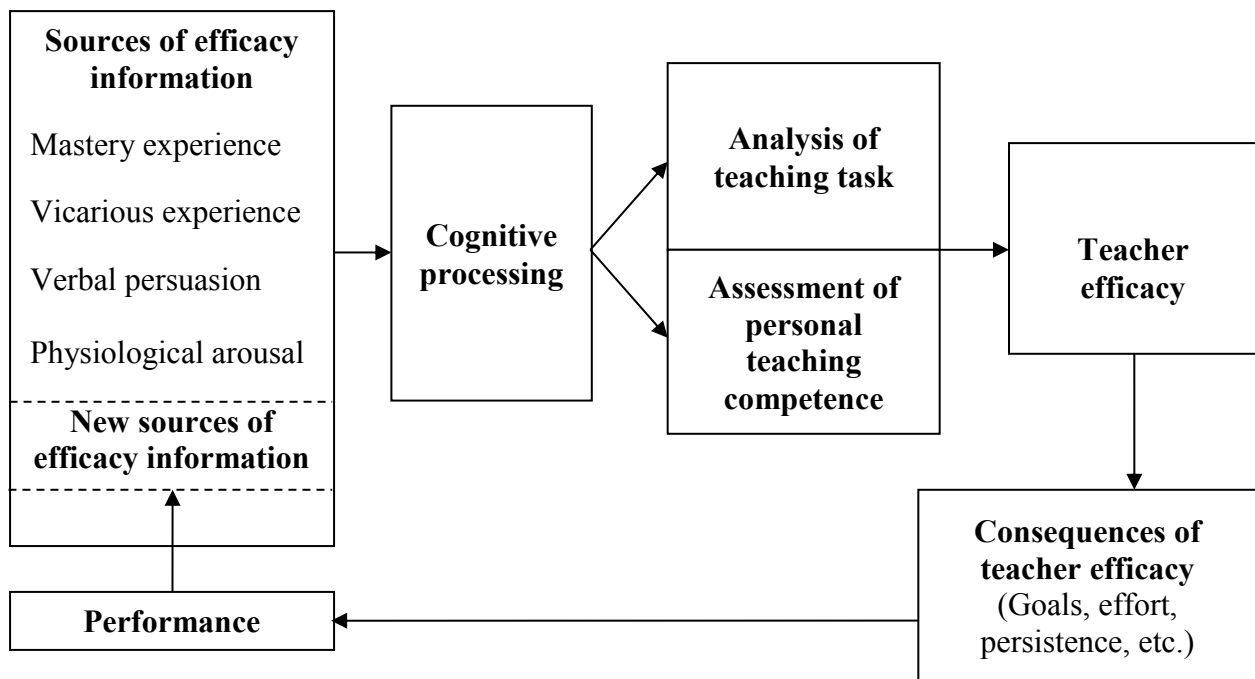
Figure 1. The cyclical nature of teacher efficacy (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998)

Efficacy beliefs, in general, are influenced by four sources of information which include mastery experiences, vicarious experiences, verbal or social persuasion, and physiological arousal (Bandura, 1986, 1997). Direct teaching experience, that is mastery experience, provides the most powerful and concrete opportunity for an educator to assess his or her teaching efficacy while also providing valuable information about the teaching task (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Observing others teach provides educators with additional information not only about the resources required for a particular teaching task, but also about their own capacity to meet the demands of the teaching task under similar circumstances. These vicarious experiences may occur during the training and development individuals receive to prepare them for teaching, through discussions with professional colleagues about teaching, as well as from popular images of teaching in the broader cultural context. In addition, feedback from colleagues and students may be persuasive, providing these educators with valuable information about their teaching performance. Further, the training an educator receives, as a form of social persuasion, also provides him or her with skill development and general information about teaching. Finally, an educator's physiological and emotional state when performing a teaching task can affect his or her focus and performance on that teaching task (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

Fives and Looney (2009) suggest that unlike teachers at the primary and secondary levels, university and college instructors have limited exposure to mastery and vicarious experiences as reference points for assessing their teaching efficacy. The authors suggest that social comparisons related to teaching are rare among colleagues, and are essentially a non-existent source for efficacy information. Therefore, college instructors may only be able to depend upon student evaluations which may have limited value in terms of contributing to the

educator's efficacy beliefs and/or their own performances without any meaningful baseline from which to self-evaluate his or her efficacy.

Level of experience, additionally, has been found to affect the extent to which different sources of information impact an educator's efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2007). For example, while mastery experiences are the primary source from which both novice and experienced teachers make efficacy judgments, mastery experiences, interpersonal support from colleagues (i.e., verbal persuasion), and the availability of teaching resources have each been found to make more significant contributions to the efficacy beliefs of novice teachers rather than their more experienced counterparts (Tschannen-Moran & Woolfolk Hoy, 2007). On the other hand, the support educators receive from administrators has been found to have little impact on the efficacy judgments of both groups of teachers (Tschannen-Moran & Woolfolk Hoy, 2007).

The extent to which different sources of efficacy information influence educators' efficacy beliefs about their teaching will vary, and, as indicated earlier, these influences are mediated by an educator's cognitive assessment of his or her personal teaching competence and of the particular teaching task at hand (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Educators will simultaneously judge the adequacy of their teaching ability on a particular teaching task as well as the resources required and available to accomplish the teaching task. This may include an assessment of students' aptitude and drive, the availability of appropriate teaching strategies, and the collegial and programmatic support available to the educator. As an educator gains more experience on similar teaching tasks, task analyses will become more routinized and assessments of teaching competence and efficacy beliefs about teaching will tend to stabilize (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

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It is important to note that teacher efficacy beliefs have a direct impact on the amount of effort and persistence a teacher will deploy on a given teaching task, which will, in turn, affect future performances (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998):

> Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy. The reverse is also true. Lower efficacy leads to less effort and giving up easily, which leads to poor teaching outcomes, which then produce decreased efficacy. (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 234)

And, because teacher efficacy beliefs have been demonstrated to influence the amount of effort and persistence an educator will deploy on a given teaching task (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), it is reasonable to expect that social work educators' beliefs about their capacity to effectively teach social justice content reflect their efforts on this particular teaching task.

Teaching performances aside, the environmental context provides multiple sources of information from which educators determine their efficacy beliefs about teaching (Woolfolk Hoy, Davis, & Pape, 2006). For this reason, ecological systems theory has utility. As applied to an educator's efficacy beliefs about his or her teaching, it provides a framework through which each level of the educator's environment may be identified and assessed as it affects these beliefs.

Ecological Systems Theory

According to Bronfenbrenner (1979, 1994), all individuals are located at the center of a series of nested, interacting systems that comprise their environment and that have varying impacts upon their development and behavior (see Figure 2). The microsystem is the most

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immediate, and likely the most influential, context in which the individual takes on particular roles and patterns of activities in direct interaction with others. For Bronfenbrenner (1979, 1994), examples of microsystems include an individual's family, his or her school, the cohort of peers of which the individual is a part, and his or her workplace. In the context of social work education this may include the classrooms in which the social work educator teaches and interacts with students, and the social work education program in which they have direct interactions with colleagues. In these settings, the social work educator interacts with other faculty members and students.
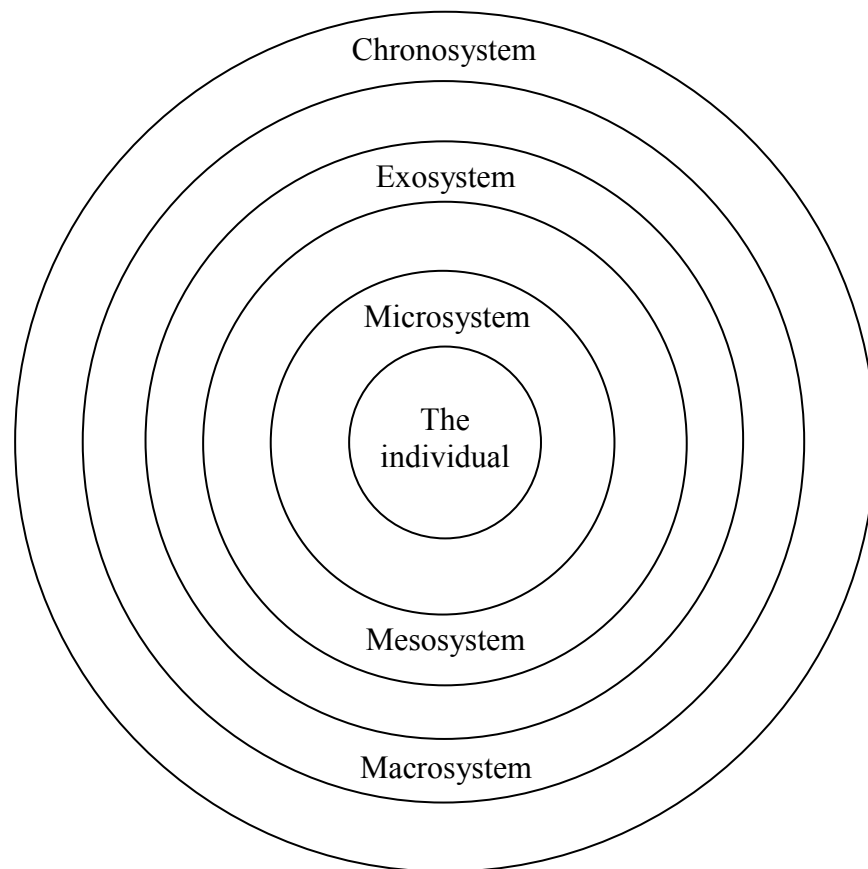
Figure 2. Bronfenbrenner's Ecological Systems Theory

The next system, the mesosystem, highlights the interrelationship and connections

between multiple, overlapping microsystems to which an individual belongs. In the mesosystem, each microsystem is influenced by and influences the other (Bronfenbrenner, 1979, 1994). For example, the interrelationship between the family and the workplace may impact the individual. In the context of social work education, the mesosystem may draw attention to the interrelationship between the social work education program and the classroom such that the interactions of the social work educator with his or her colleagues may influence that same educator's interactions with his or her students in the classroom. In turn, what happens in the classroom may influence that educator's interactions with his or her colleagues.

The exosystem, on the other hand, represents those contexts in which the individual does not directly participate, but that have an impact upon the microsystem within which the individual functions (Bronfenbrenner, 1979, 1994). For an employee, employment safety regulations, may be part of the exosystem. In an academic system, the university may be considered an exosystem. In social work education, for instance, a university's policies may have some impact on the function of the social work education program, and thereby, the social work educator. This, in spite of the fact that the educator may not directly participate in, or may have limited involvement with, organizational decision making or policy-making at this level. Similarly, the Council on Social Work Education (CSWE) may also be considered part of the educator's exosystem. While a social work educator may not directly participate in the development of the accrediting body's educational policies and accreditation standards, these policies and standards have an impact on the activities of social work education programs and, in turn, influence educators' interactions with their students in the classroom.

More broadly, the macrosystem represents the cultural context that encompasses all systems in which the individual is subject. Embedded in this system are the cultural beliefs,

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ideologies, and values of the broader society (Bronfenbrenner, 1979, 1994). For a family, those values that prescribe appropriate parent-child interactions are part of the macrosystem. For the social work educator, the macrosystem might include popular beliefs, whether founded or not, about the political nature of social work education.

Finally, the chronosystem reflects the influence of time on not only the development and behaviors of the individual but also on the environments within which they function. This may include "changes over the life course in family structure, socioeconomic status, employment, place of residence, or the degree of hecticness and ability in everyday life" (Bronfenbrenner, 1994, p. 40). For an individual, the nature of the transition from adolescence into adulthood will influence his or her behaviors as an adult. In the context of social work education, this might reflect the influence of shifts in the social work profession's focus on social justice issues over time in terms of the impact of these shifts on a social work educator's decision to focus on social justice in his or her teaching.

In summary, the application of ecological systems theory to social work education places the social work educator at the center of a series of systems that include the classroom, the social work program, the university, the Council on Social Work Education (CSWE), the broader cultural context, as well as the influence of time. Most significantly, ecological systems theory highlights the influence of factors in the environmental context as they may variously impact the development of a social work educator's teaching beliefs.

Research Questions

As indicated previously, information regarding social work educators' beliefs about their ability to integrate CSWE's social justice guidelines into their teaching is limited. In addition, those factors that may impact these beliefs are unknown. This study seeks to gather this

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information from social work educators at CSWE-accredited social work education programs. Based upon an integration of the teacher efficacy model and ecological systems theory described earlier, the following research questions frame this inquiry:

Research Question 1: To what extent do social work educators report efficacy with regard to integrating social justice content into their teaching? [5] [6]

Research Question 2a: What is the relationship between the personal characteristics of social work educators (i.e., age, gender, ethnicity, and socioeconomic status while growing up, educational background, and political orientation) and their efficacy beliefs regarding their ability to integrate social justice content into their teaching? [5] [6]

Research Question 2b: What is the relationship between the professional characteristics of social work educators (i.e., years teaching, rank/position, groups taught, courses taught, and mastery experiences teaching social justice content) and their efficacy beliefs regarding their ability to integrate social justice content into their teaching? [5] [6]

Research Question 2c: What is the relationship between the institutional characteristics of social work educators' social work programs and universities (i.e., state in which the social work program is located, the institutional control of the university (e.g., public versus private), the types of degrees the social work program offers, the value placed on quality of research versus quality of teaching, and student demographics including ethnicity, socioeconomic status and political orientation) and their efficacy beliefs regarding their ability to integrate social

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[5] Efficacy beliefs refer to those beliefs a social work educator holds about his or her capacity to successfully: (a) engage students; (b) implement instructional strategies, and (c) manage his or her classroom in the context of integrating social justice content into his or her teaching.

[6] Social justice content refers to that educational content that aims to develop students' knowledge, values, skills, and expected practice behaviors associated with CSWE's (2008a) Educational Policy 2.1.5 (Advance human rights and social and economic justice).

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justice content into their teaching? [5][6]

Research Question 2d: What is the relationship between social work educators' assessments of how conducive the educational context is to integrating social justice content into teaching and their efficacy beliefs regarding their ability to integrate this content? [5][6]

Research Question 2e: What are the relationships between social work educators' assessments of the educational context, their personal and professional characteristics, and the characteristics of their institution and their efficacy beliefs regarding their ability to integrate social justice content into their teaching? [5][6]

Definition of Terms

A <u>social work education program</u>, for the purposes of this study, is an educational program located in an institution of higher learning in the US that is accredited by the Council on Social Work Education (CSWE) and offers a Bachelor-level undergraduate degree in social work (BSW or BASW) and/or a Master-level graduate degree in social work/welfare (MSW or MSSW). It should be noted that some of these social work education programs also offer a doctoral degree in social work/welfare (PhD or DSW). [7] Relevant characteristics of these programs and the institutions in which they are located include the region of the country where the program/institution is located, the institutional control of the university (i.e., public versus private and nonsectarian versus sectarian), the types of degrees the social work program offers, the size of the program in terms of the number of faculty members, to what extent the institution values research versus teaching, and the degrees offered by the social work education program, and the demographics of the social work student population including ethnicity, socioeconomic status and political orientation.

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[7] No institution in the US offers only a doctoral degree in social work/welfare (PhD or DSW).

A <u>social work educator</u> refers to a faculty member at a CSWE-accredited social work education program who delivers educational content directly to students who are seeking an undergraduate or graduate degree in social work/welfare in order to become a professional social worker. Pertinent professional characteristics of the educator include teaching experience (i.e., number of years in social work education), rank/position (i.e., lecturer/instructor, assistant professor, associate professor, or full professor), groups taught (i.e., BSW, MSW and or PhD), primary courses taught, and mastery experiences teaching social justice content. Personal characteristics such as the educator's social identities (based on ethnicity, gender, or socioeconomic class) are also relevant (i.e., his or her membership in dominant and/or nondominant groups).

<u>Social justice content</u> refers to that educational content that aims to develop students' knowledge, values, skills, and expected practice behaviors associated with CSWE's (2008a) Educational Policy 2.1.5 (Advance human rights and social and economic justice). According to CSWE (2008a), these practice behaviors are indicative of basic competency in these areas and reflect threshold mastery of the knowledge, values, and skills required to foster these behaviors. Therefore, social justice content in social work education is that content that prepares students to:

1. Understand the forms and mechanisms of oppression and discrimination

2. Advocate for human rights and social and economic justice

3. Engage in practices that advance social and economic justice

A social work educator's <u>teacher efficacy beliefs</u> or <u>teaching efficacy beliefs</u>, in the context of this study, refer to those beliefs a social work educator holds about his or her capacity to successfully (a) engage students; (b) implement instructional strategies, and (c) manage his or

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her classroom in the context of performing the tasks associated with integrating social justice content into his or her teaching.

For purposes of this study, the <u>educational context</u> includes those systems (i.e., the micro-, meso-, exo-, macro-, and chronosystems) that comprise the social work educator's environment. From this environment, the educator is able to gather information and resources relevant to integrating social justice content into teaching.

In the most immediate context, social work educators simultaneously function in two primary microsystems in which they engage in direct interactions with others. The <u>classroom</u> is the setting in which social work educators directly interact with students. In this particular context, the social work educator is given the opportunity to assess students' motivation to learn social justice content. A second microsystem, the <u>social work education program</u>, is that context in which the social work educator directly interacts with colleagues (i.e., other social work educators). In this setting, an educator may have opportunities to discuss strategies for teaching social justice content. The extent of these experiences, in turn, may impact the educator's efficacy beliefs about his or her capacity to integrate social justice content effectively. Further, as a faculty member in a social work program, any preparation, training, or other support an educator receives from colleagues may provide the educator with additional information relevant to integrating this content. (Of course, an environment that is perceived to be unsupportive may also effect an educator's efficacy beliefs.)

The <u>interaction between the classroom and the social work education program</u> constitutes the mesosystem. In this context, a social work educator's decision to integrate social justice content into his is her teaching, for instance, might turn on the educator's assessment of whether attempts to integrate this content will result in negative evaluations from students thus potentially

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impacting the educator's reputation outside of the classroom with other students and colleagues. Similarly, appraisals of colleagues regarding the importance of integrating social justice content into teaching might impact the teaching decisions a social work educator makes in the classroom.

The university, the institution within which the social work educator is employed, is considered part of the social work educator's exosystem. Although, a social work educator may not directly participate in, or may have limited involvement with, organizational decision making or policy-making at this level, the university's policies and decisions have some impact on the function of the social work education program, and thereby, the social work educator. More specifically, the extent to which the institution values teaching social justice content as evidenced in its retention, tenure, and promotion processes may further affect the social work educator's efficacy beliefs about teaching this content (particularly as it relates to their assessment of the teaching task).

The accrediting body for social work education programs, the Council on Social Work Education (CSWE), is also part of the exosystem. While the social work educator may not be an active participant in this setting (other than participating in the seven-year reaffirmation of accreditation process, for instance), the educational policies and accreditation standards that govern the student competencies social work education programs are expected to foster certainly impact the activities of the social work educator in the classroom as well as the social work education program itself. Whether a social work educator perceives CSWE's social justice mandate to be clear, for instance, may impact upon his or her assessment of the challenges associated with the task of teaching social justice content.

Additionally a part of the exosystem, the profession of social work has an impact on the activities of the social work educator as well as his or her social work education program.

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However, whether an educator views the efforts of the profession as meaningful or relevant to social work education may also be relevant to his or her assessment of the tasks related to incorporating social justice content into teaching.

The cultural context, or the macrosystem, encompasses the micro-, meso-, and exosystems. This system reflects the values, beliefs, and ideologies of the broader culture within which each system is immersed. In this case, the macrosystem consists of, in part, the societal values, beliefs, and ideologies individuals and groups (whether mainstream or not) hold about teaching social justice content. This includes the values, beliefs, and ideologies expressed by observers (e.g., Washington Post columnist, George Will, and the National Association of Scholars) about the profession of social work and social work education. Each could potentially affect an educator's assessment of the challenges associated with the task of teaching social justice content. For instance, the extent to which a social work educator considers the legitimacy of some claims that social work education is ideologically-driven may affect his or her efficacy beliefs about teaching social justice content. The macrosystem also includes the dominant political and economic climate in which social work educators teach. The extent to which the social work educator determines that the political and economic climate in U.S. society is conducive to promoting social justice may also affect their efficacy beliefs about teaching social justice content. For instance, an educator who perceives that the political will to promote social justice in the U.S. as weak, may feel less capable of successfully teaching social justice content given his or her belief that the effort may prove fruitless.

Finally, the fifth system, the chronosystem, highlights the influence of time on the development and behaviors of the social work educator. In particular, the age of a social work educator, the length of time a social work educator has taught, CSWE's recent shift toward

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competency-based education, and shifts in the social work profession's commitment to social justice may be relevant to his or her efficacy beliefs about integrating social justice content into his or her teaching.

Importance of the Study

Findings from this study will contribute to the literature as well as have practical implications for social work education programs. In terms of the literature, findings will be relevant to those interested in (a) general social justice education, (b) social justice education for social work, and (c) teaching efficacy of educators in post-secondary education. Regarding the first area, the significance of educators' beliefs about their capacity to effectively deliver social justice content needs to be better understood as does the impact of the educational context on these beliefs. While numerous scholars have commented on this area, their conclusions are not always founded upon empirical data. Results from this study can make an empirical contribution to this literature.

Relative to social justice education for social work, this study builds upon a limited set of empirical studies in this area (see Longres & Scanlon, 2001; Funge, 2011; Hong & Hodge, 2009) and offers an opportunity to understand the extent of social work educators' confidence about their abilities to teach social justice content. Having a better understanding of their teaching efficacy beliefs also offers information about what they may actually do in the classroom. Further, because a study like this has not been undertaken, gathering data from a representative sample of US-based educators offers the first opportunity to assess social work educators' efficacy beliefs about integrating social justice content into their teaching as well as their perspectives about the educational context as it may impact these beliefs. In addition, the study investigates the relationship between educators' personal and professional characteristics

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including their teaching experiences and characteristics of their social work programs as they may be relevant to their efficacy beliefs about teaching this content. Furthermore, findings from this study may also contribute to the limited body of literature on teaching efficacy in higher education by providing additional information about the unique nature of teacher efficacy at this level as well as the role of the educational context in higher education as it may affect efficacy beliefs.

In terms its practical implications, research in this area is relevant for social work education. In 2006, the Council on Social Work Education (CSWE) established the Center for Diversity and Social and Economic Justice (hereafter referred to as "the Diversity Center") in recognition that "social work education has the obligation and the commitment to provide future social workers with the intellectual and practical skills needed to address issues of diversity and social and economic justice" (CSWE, 2006, p. 2). CSWE's Commission for Diversity and Social and Economic Justice (CDSEJ) serves as the "Diversity Center's" advisory board and is supported by CSWE's Council on Disability and Persons with Disabilities, its Council on Sexual Orientation and Gender Expression, its Council on the Role and Status of Women in Social Work Education, and the Council on Racial, Ethnic, and Cultural Diversity. The Diversity Center's mission is "to promote, develop and sustain social work leadership, teaching, research, curricula, knowledge-building, and institutional arrangements that foster the achievement of diversity and social and economic justice" (CSWE, 2006, p. 2). The Diversity Center's central objective, therefore, is to focus upon supporting programs to adequately prepare students to practice in a manner consistent with "the profession's commitment to social and economic justice" (Abramovitz & Lazzaro, 2008, The CSWE Center for Diversity and Social and Economic Justice, Para. 1). In service of these objectives, the Diversity Center surveyed

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accredited social work education programs in 2007 to inventory the variety of diversity and social and economic justice related activities these programs offered (CSWE, 2008b). The study found that there was wide variation amongst programs in terms of their focus on issues related to diversity and social and economic justice. Further, findings indicate a need for assistance related to program development, training, research, and organizing. Based upon these findings, the report concluded, in part, that while progress is being made to include "content on [diversity and social and economic justice] into the curriculum and university and college organizations … more work is needed" (CSWE, 2008b, p. 1).

Absent from this initial report are the perspectives of individual social work educators regarding their beliefs about their capacity to teach in a manner consistent with their obligation and commitment to prepare graduates with the knowledge and skills required for socially just practice. However, in service of the Diversity Center's objective to provide resources to social work educators, it is in an ongoing process of gathering information relevant to social work educators who "regularly grapple with the best way to define social justice, to teach about it effectively, and to make … academic institutions, communities, the nation, and the global society a fair and more equal place for everyone" (Abramovitz & Lazzaro, 2008, The Diversity Conversation, para. 1). Given CSWE's current efforts to determine how best to support social work educators and programs in their efforts to contribute to the profession's broader mission of promoting social justice, findings from the present study will have utility for this project.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter provides an overview of the literature relevant to understanding the relevance of social justice to social work education. It begins with a summary of the major philosophical foundations of social justice including a discussion of the human rights perspective. Next, the relationship between social work practice and social justice is explored. An overview of the challenges educators and students face when incorporating social justice content into their teaching is then covered followed by an exploration of the controversies surrounding social work education's focus on social justice; and, finally, empirical investigations into the incorporation of social justice content into social work education are described.

Philosophical Foundations of Social Justice

Beliefs about social justice have largely emerged from Western philosophical and political thought as well as Judeo-Christian doctrine (Finn & Jacobson, 2008a). Broadly conceived, social justice reflects representational and redistributive forms of justice that are focused upon promoting social change on behalf of disadvantaged or disenfranchised group members (Chatterjee & D'Aprix, 2002). The norm of mutual aid undergirds these justice claims to ensure that marginalized members of the group are supported so that they can contribute to the group in addition to ensuring that the integrity of the group remains stable. In this way, social justice, as determined by claims to redistributive justice and representative justice, functions "to promote egalitarianism, reduce poverty, reduce hierarchy, prevent rebellion by the 'have-nots,' to make group membership look attractive, [and] to provide equal opportunities to disadvantaged groups" (Chatterjee & D'Aprx, 2002, p. 378).

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The meaning and implication of social justice claims, however, remains contested (Abramovitz & Lazzari, 2008; Reichert, 2003; Sandel, 2009; Van Soest, 2007). Views on social justice are largely dependent upon the individual's vantage point (Reichert, 2003), and intersect with, and are influenced by, values about what is right, what is good, what is desirable, and what is moral (Finn & Jacobson, 2008b). Therefore, as Sandel (2009) suggests, "The hard questions begin when we ask what people are due and why" (p. 19).

Several normative theories of justice are relevant to understanding the foundations of competing social justice claims. Here, utilitarianism, libertarianism, egalitarianism, and communitarianism are discussed. Each prescribe ideal conceptions of society as it should be arranged in terms of its formation, its government, and its moral codes.

Utilitarianism

Originated by British philosopher, Jeremy Bentham (and later by John Stuart Mill), utilitarianism is a political philosophy grounded upon the liberal idea that individuals act to maximize pleasure while minimizing the potential for pain. In other words, individuals act in their self-interest so as to gain those things in life that promote their happiness (e.g., money) (Ball & Dagger, 2004). Emergent from this idea, justice claims for utilitarians, therefore, hinge upon whether actions taken maximize the greatest good (i.e., the greatest happiness or utility) for the greatest number of people in a society (Van Soest, 2007). On the utilitarian calculus, the common good is served when the majority of a population receives benefits (or utility) from a particular action. However, determinations about what constitutes the common good are subjective (Van Soest, 2007), and determinations about what has utility and the value of that utility are similarly subjective (Velasquez, 1997). Even further, actions linked to these determinations can be used to exploit or coerce a minority group into conformity (Ball &

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Dagger, 2004). In fact, Mill in his discussion of the appropriate role of the government, and in anticipation of this complaint, proposed that individuals should be free to pursue what makes them happy as long as that pursuit does not harm, or threaten to harm, others (Ball & Dagger, 2004). Despite this, processes and decision-making grounded upon the logic of utilitarianism may still result in the unfair treatment or exclusion of vulnerable populations (i.e., the minority) (Finn & Jacobson, 2008b; O'Brien, 2003; Reamer, 2006; Van Soest, 2007). For example, the utilitarian arguments made by controversial bioethicist, Peter Singer, portray people with severe cognitive disabilities as having limited utility. On this view, it might be argued that these individuals are less deserving of a society's resources, and may be more prone to marginalization and mistreatment as a result (O'Brien, 2003).

Egalitarianism

American political philosopher, John Rawls (1971) argued that some redistribution of social and economic resources to ensure that the least advantaged do not fall below certain thresholds is an ideal practice in a socially just society. Rawls proposed his *theory of justice* in part because, in his view, utilitarianism, although advocating for the greatest good for the greatest number of people in a society, allowed for the exclusion of some for the benefit of all members of society. Further, he viewed utilitarianism as failing to create an "imperative of social justice, since it can be used to rationalize a concentration of goods benefiting the privileged classes of society" (Reisch, 2002, p.346).

Importantly, to both his theoretical justifications for this form of justice and to the professional activities of social work, Rawls did not limit his conception of justice to the fair distribution of economic goods only. In addition, he included the case for the fair distribution of "liberty and opportunity … and above all, self-respect" (p. 433). Or as Wakefiled (1988a)

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characterized it, the distribution of "nonmaterial socially produced 'goods' . . . such as opportunity, power, and the social bases of self-respect" (p.193). From Rawls's (1971) perspective, members of a society require minimal levels of both the economic and the socially-produced goods to achieve their life goals, and it is society's obligation to ensure that members of its society do not fall below these minimal levels. In other words, a socially just society is morally obligated to provide a safety net for its members in both the economic and social domains.

Essential to his framework, Rawls (1971) utilizes a hypothetical situation to illustrate the core principles that any rational, self-interested human being would inevitably select as critical to the governance of their society. Rawls proposes an imagined circumstance in which members of a society come together to determine the social contract by which all members of a society should abide. In this *original position* these individuals must establish how fundamental goods and responsibilities are to be distributed in their society. Furthermore, and central to Rawls' argument, these members do not know what position (e.g., based upon race, gender, occupational status, socioeconomic status, etc.) they will end up in once the society, built upon their social contract, is established. He described this as if the individuals are behind *a veil of ignorance*, and asserts that any rational, self-interested person would agree to distribute those goods and responsibilities, essential to a basic quality of life, in such a way that minimizes the hardship any person in that society would experience given that they may possibly be placed in to the least advantaged position. Rawls (1971) referred to this as the *maximin* strategy. As Wakefield (1988a) has described it, "the obvious way to try to ensure that the least advantaged are as fortunate as possible is to divide up the benefits of social cooperation equally, thereby making everyone equally fortunate" (p.199). However, Rawls asserted that those in the original position

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would allow for certain inequalities as an incentive for productivity in their newly formed society. They would structure their society based upon two primary principles: the *principle of equal liberty* and the *difference principle* (Velasquez, 1997).

The *principle of equal liberty* establishes that all members of a just society (regardless of their identities, e.g., based on race, gender, or class) have a right to the maximum political rights and freedoms possible as long as all people have equal access to these same rights and freedoms. The *difference principle* holds that inequality is justified and acceptable only to the extent that all people are given an equal chance to pursue social and economic opportunities related to furthering their own interests (however defined). Although some may accrue social and economic advantages, this is acceptable only if these advantages also benefit those who are unable to or are unsuccessful in their pursuit of these opportunities. Regarding this latter point, Rawls (1971) essentially argued that a just society engages in some redistribution of social and economic resources so that the least advantaged do not fall below certain thresholds such that they are unable to fully participate in this society. As well, Rawls (1971) argued that institutions governed by these two core principles will be more stable and, as a result, will be more likely to ensure that all members of a society have access to the rights, freedoms, and opportunities just described. Because people will be afforded a minimal standard of living, which will allow them to effectively pursue their life goals, this perspective is, therefore, compatible with the social justice mission of the profession (Wakefield, 1988a, 1988b). In effect, these principles disqualify the justification of inequalities put forward by the utilitarians (to maximize the common good) and libertarians (to maximize individual freedom) (Van Soest, 2007).

Libertarianism

From the libertarian perspective, a just society protects the right of individuals to do as they choose so long as the exercise of that right does not infringe upon the rights of others (Nozick, 1974). Advanced by American political philosopher, Robert Nozick (1974), libertarianism additionally advocates a minimal role for the state solely in service of protecting the fundamental right of the individual to pursue their interests. Any action taken by a state other than to protect this fundamental right, according to Nozick (1974), is considered unjust because it may violate an individual's right to freely pursue their interests. For instance, using the libertarian calculus, taxation to fund services for others is considered illegitimate and is described by Nozick (1974) as equivalent to "forced labor" (p. 169) in that individuals are unfairly forced to give up resources they have legitimately earned in the free market. Instead, the individual should be free to distribute their resources as they see fit (e.g., through charitable giving) rather than being coerced by the state to dispose of these resources in a manner that the state, rather than the individual, sees fit (Nozick, 1974). Libertarianism finds no moral obligation for the redistribution of resources (Van Soest, 2007), and in this sense, libertarianism offers a direct challenge to the notion of distributive justice advanced through other social justice frameworks (Sandel, 2009) – most notably, egalitarianism.

Communitarianism

Communitarianism arises from a critique of liberalism's (e.g., utilitarianism, egalitarianism, and libertarianism) prioritization of the individual over their community (Mulhall & Swift, 1992). More specifically, communitarians argue that: (a) with its claim that the redistributive component of egalitarianism violates the rights and freedoms of the individual, libertarianism mistakenly positions the individual too far ahead of their moral obligations to their

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community; and (b) egalitarianism fails to adequately acknowledge and address the potential conflicts between the individual's right to freely choose their life course and their obligations to support the values of their community (Mulhall & Swift, 1992). According to the American philosopher, Michael Sandel (2009), as a coherent conception of justice, liberalism breaks down in its failure "to account for the special responsibilities we have to one another as fellow citizens" (p.224). Alternatively, the rights an individual enjoys, on the communitarian calculus, are a direct benefit of that individual's membership in a community. Therefore, the individual has a special obligation to promote the common good in order to ensure these same rights for other individuals (Ball & Dagger, 2004).

Furthermore, communitarianism disputes the notion that justice frameworks "should be neutral with respect to competing conceptions of the good life" (Sandel, 2009, p. 242). For instance, Rawls' (1971) veil of ignorance in the original position attempts to avoid the imposition of one community's values on another by rendering neutral (or at least invisible) the individual's preferences for any one conception of the good life. Instead, the communitarian argues that because the identity of the individual is inextricably informed by his or her community affiliations (e.g., as a member of a family or as a citizen) it may be impossible, or at least undesirable, to separate (or make neutral) these affiliations when deliberating about the just society (Sandel, 2009). Rather, communitarians argue that, "To achieve a just society we have to reason together about the meaning of the good life, and to create a public culture hospitable to the disagreements that will inevitably rise" (Sandel, 2009, p. 261).

Defining Social Justice for Social Work

Despite competing philosophical ideas about social justice, social work's values are argued to be most closely aligned with the egalitarian conception of justice (Van Soest & Garcia,

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2003); and are predominantly derivative of the Rawlsian (1971) conception of justice (Banerjee, 2005; Finn & Jacobson, 2008a; Longres & Scanlon, 2001; Morris, 2002). As defined in the *Encyclopedia of Social Work*:

> Notions of social justice generally embrace values such as the equal worth of all citizens, their equal right to meet their basic needs, the need to spread opportunity and life chances as widely as possible, and finally, the requirement that we reduce and, where possible, eliminate unjustified inequalities. (Finn & Jacobson, 2008b, Meanings of Social Justice, para. 2)

Similarly, in *The Social Work Dictionary* social justice is defined as "an ideal condition in which all members of a society have the same rights, protections, opportunities, obligations, and social benefits" (Barker, 2003, p. 405). For Saleebey (1990), social justice is achieved when all people are able to acquire the social resources they need to develop as individuals. More specifically, a just society provides for those who, for whatever reason, are unable to acquire these resources independently. As well, public policy decisions are grounded, first and foremost, in whether they benefit and enrich society members' lives in an equitable and fair manner, and social and political power is only exercised in a manner that supports the above. Finally, oppression should never govern the development or distribution of social and natural resources in the service of solving social problems. Along the same lines, Gil (1998) asserts that a socially just society is absent exploitation and domination in several key areas through which, instead, it promotes liberty and equality for its members. Societies are free of oppression only when the need, capacities, and contributions of all members of a society are considered and valued equally.

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It should be noted that Rawls' (1971) framework has been highlighted as problematic for not being entirely adequate or sufficient for social work (e.g., see Banerjee's (2005) application of the framework to long-term welfare recipients; Morris' (2002) discussion of the capabilities approach; or Solas' (2008) argument for radical egalitarianism). Furthermore, Granruth (2009) argues that, more generally, the ideological frameworks associated with competing justice claims (e.g., libertarian, utilitarian, egalitarian, and communitarian frameworks) will necessarily have different implications for social welfare policies (e.g., tax policies). Therefore, she makes the argument that it is essential for social work to deepen and broaden its understanding of different (and sometimes competing) frameworks in order to more effectively meet the needs of the communities it serves (Granruth, 2009).

In this vein, Abramovitz and Lazzari (2008) propose that competing social justice claims are usefully explained through the ideological lenses of conservatism, liberalism, and radicalism. The authors describe how each ideology conceptualizes the role of the marketplace and the needs that arise from participation in the market, the role of inequality, the role of the government in the lives of individuals relevant to their participation in the market, and the target and need for social change/reform that emerges from each category. Significantly, the authors argue that while each of these ideological perspectives make claims about the just distribution of social, economic, and political goods, they differ dramatically in the areas identified above. For instance, conservative social justice frameworks advocate a minimal role for the government arguing that the government should chiefly focus upon protecting the right of the individual to pursue their self interests by deploying its resources to protect private property, protect civil liberties, promote the national defense, and by punishing those who fail to conform. Liberalism, on the other hand, advocates for a government that works to promote a more fair distribution of

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resources (which may include the redistribution of some resources from one class to another), establishes a minimum standard of living whereby all individuals are able to meet their basic needs, and protects the civil liberties and rights of the individual so that they are given a fair and equal chance to secure their livelihood. And, in contrast to both, *r*adicalism views the state as contributing to social injustice and should, therefore, be dismantled. However, in other radical formulations the state is viewed as the primary instrument through which social justice can be achieved.

Abramovitz and Lazzari (2008) recommend that social work identify that framework most consistent with the profession's values; however, they make no determination in this regard. *Yet,* liberalism (as they describe it) is basically consistent with the egalitarian conception of social justice; and is therefore, most closely aligned with the predominant articulation of social justice for social work (as described previously).

Alternatively, Reichert (2003) proposes that the human rights perspective transcends competing social justice frameworks. Further, the human rights perspective "elevates the discussion into one not simply of recognizing the needs of a client but also of effectively satisfying those needs" (Reichert, 2003, p. 13).

Human Rights Perspective

According to the United Nations (UN), all human beings are inherently deserving of human rights, and that these rights should be applied equally and without discrimination. Further, human rights are considered "interrelated, interdependent and indivisible" such that one right cannot be separated from, or superseded by, another (United Nations, n.d., "What are human rights?" para. 1). In other words, they represent an interconnected web of inalienable, universal rights that all individuals, independent of their identity or circumstance, are entitled (Reichert,

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2003). In addition, this package of rights is premised upon the notion that "the improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others" (United Nations, n.d., "What are human rights? Interdependent and indivisible", para. 1). Indivisibility (in addition to universality), therefore, is central to human rights claims (Wronka, 2008). Five core ideas form the basis of these rights: (a) human dignity; (b) non-discrimination; (c) civil and political rights (e.g., freedom of speech); (d) economic, social, and cultural rights (e.g., the right to health care and education); and (e) solidarity rights (e.g., the right to live in peace and to humanitarian relief when needed) (Wronka, 2008). These can be further understood in three sets (or generations) of rights: negative rights constitute those rights related to individual freedom; positive rights are those rights related to the individual's right to an adequate standard of living; and collective rights highlight the need to maintain cooperation amongst nations on matters of shared interest and benefit (Reichert, 2006). Taken together, this constellation of rights focuses attention upon meeting basic human needs and provides the foundation for the human rights perspective (Van Soest & Garcia, 2003).

As described by Van Soest and Garcia (2003), the human rights perspective is further informed by the capabilities approach proposed by American political philosopher, Martha Nussbaum (2001). Built upon the work of Bangladeshi, Nobel Prize winning economist, Amartya Sen (1985), the capabilities approach proposes that a just society entails individuals being afforded the right to exercise central capabilities required to achieve an adequate quality of life (Nussbaum, 2001). Understood in this way, the capabilities approach more fully articulates the negative and positive rights identified in the UN's Universal Declaration of Human Rights (Nussbaum, 2001). According to Nussbaum (2001), the list of capabilities she proposes should be revised and expanded as necessary, but that "All [of the capabilities] are of central importance

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and all are distinct in quality" (p. 81) meaning that an overabundance of one, for instance, should not suffice for the absence of another. The list of central functions she proposes are: (a) being able to live a *life* worthy of living; (b) being able to have *bodily health* including reproductive health, nourishment, and acceptable shelter; (c) being able to maintain *bodily integrity* free from violence; (d) being able to exercise the *senses, imagination, and thought*; (e) being able to experience *emotions* with, and attachments to, others; (f) being able to engage in *practical reason*; (g) being able to freely make *affiliations* with others and be protected from discrimination; (h) being able to live cooperatively with *other species* (i.e., animals and plants); (i) being able to *play* including engaging in recreational activities; and (j) having *control over one's environment* including the ability to engage in political life, having property rights, and the right to "seek employment on an equal basis with others" (p. 80) (Nussbaum, 2001). In essence, Rawls' (1971) conception of a just society identifies goods required for meeting an individual's basic needs, whereas Nussbaum's (2001) identifies minimum thresholds of functioning individuals require to lead a life of dignity and worth (Morris, 2002).

Social Justice and Social Work Practice

These philosophical debates aside (or possibly because they remain unresolved), Bent-Goodley (2008) argues that the social work profession faces a number of challenges in its efforts to focus on social justice. These include: (a) the profession's shift toward outcomes-oriented practice (i.e., theory-based practice) not necessarily compatible with, what maybe, considered more subjective social justice aims; (b) the profession's deployment of resources to protect its professional domain that could otherwise be used for engaging in social justice activities; (c) the profession's use of the medical model and the attendant focus upon the individual rather than the environment for solving problems; (d) a disconnect between the profession and the community

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to the extent that social workers may be viewed as agents of social control rather than as advocates for social change; (e) the administrative infrastructure at agencies may not be in place to support social workers engaging in social justice efforts; (f) social workers facing increasing demands upon their time which, in turn, may isolate them from their colleagues, inhibit opportunities for collaborative efforts to support social justice, and further isolate them from the communities they serve; (g) the adverse impacts of globalization upon the vulnerable communities within which social workers practice; (h) decreasing social capital and increasing isolation in communities; (i) the digital and information divide that further isolates communities without ready access to advances in technology; and, finally, (j) social work graduates being unprepared, and therefore unclear or unsure how to promote social justice in their practice. To this last assertion, the next section explores the extent to which social work education programs are charged with preparing graduates for social justice work.

Social Justice and the Education of Social Workers

Both the 2001 and 2008 Educational Policy and Accreditation Standards (EPAS) clearly indicate that social work education programs accredited by the Council on Social Work Education's (CSWE) are responsible for preparing their graduates to advocate for, advance, or promote social justice (CSWE, 2001, revised 2004; CSWE, 2008a). However, neither document provides an explicit definition of social justice or includes an articulation of specific strategies for achieving social justice. In fact, CSWE has been critiqued for the vagueness of its social justice standard (Pardeck, 2005; Thyer, 2009), which likely reflects the circumstance that there is little consensus in the academic or professional discourse in social work regarding how social justice should be defined (Reisch, 2002). In spite of this, the 2001 and 2008 EPAS do provide some indication of what CSWE means when it uses this terminology. For instance, under

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Foundation Curriculum Content area 4.2 of the 2001 EPAS ("Populations-at-Risk and Social and Economic Justice"), the document states that "social and economic justice content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression" (CSWE, 2001, revised 2004, p. 9). Educational Policy 2.1.5 from the 2008 EPAS ("Advance human rights and social and economic justice") provides similar language regarding global oppression and human and civil rights; but, drops "distributive justice" in favor of the broader descriptor, "theories of justice" (CSWE, 2008a, p. 5). In addition, the document provides more specificity regarding human rights indicating that the equitable and fair distribution of human rights including "freedom, safety, privacy, an adequate standard of living, health care, and education" (CSWE, 2008a, p. 5) is consistent with social justice practice for social work. In fact, while "human rights" (or "human and civil rights") is mentioned only twice in the 2001 EPAS, this terminology is used seven times in the 2008 EPAS, and is explicitly included as part of the descriptor for Educational Policy 2.1.5 ("Advance human rights and social and economic justice"). From this, it appears that, in the latest iteration of its Educational Policy and Accreditation Standards (EPAS), CSWE has broadened its definition of social justice to place a greater emphasis on human rights in social work education. Nevertheless, when taken together, it is reasonable to argue that, as articulated in its EPAS, CSWE conceptualizes social (and economic) justice as embedded within a global understanding of civil and human rights and based upon a distributive theory of justice most closely aligned with egalitarianism. But, even with some definitional clarity, teaching social justice content is fraught with challenges (and opportunities) for both student and educator.

Challenges for Students and Educators

Students and faculty members may face significant challenges when learning about and teaching about social justice issues (Singleton, 1994; Van Soest & Garcia, 2003). Three major obstacles are identified by Van Soest and Garcia (2003) including: (a) the strong emotional responses that may emerge as individuals (i.e., students and faculty) struggle with the meaning and relevance of social justice to their lives (e.g., the fear and anger that may result when exploring the unearned benefits associated with White privilege or the disadvantages associated with being a member of an oppressed group); (b) the need for a relevant and coherent framework for social work education that is explicitly social justice oriented (i.e., moving beyond cultural sensitivity to a focus on the manifestations of power and privilege as they benefit dominant groups and marginalize oppressed groups); and (c) the challenge for social work and social work education to envision social justice outcomes in a social and political environment that may be antithetical to the profession's social justice aims (e.g., efforts to undermine affirmative action or multiculturalism in higher education).

Learning about social justice. According to Van Soest and Garcia (2003), social justice education in social work is, necessarily, a transformative process for both faculty members and for students as they learn about social justice, "work though any unresolved conflicts in relation to their own role and status in an oppressive society" (p. 21), and move toward engaging in social action for promoting social justice (Van Soest & Garcia, 2003). How social work students receive and respond to social justice education may be affected by their social, economic, and cultural backgrounds (Sciame-Giesecke, Roden & Parkison, 2009), their cognitive, behavioral, and affective capacities to handle this material (Deal & Hyde, 2004), and/or whether they hold beliefs divergent from, or in conflict with, the positions taken by the profession (Fleck-

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Henderson and Melendez, 2009). Further, individuals can experience psychological distress (e.g., anxiety and discomfort) as they discover that their assumptions about fairness and justice are found to be inconsistent with the realities of injustice (Van Soest & Garcia, 2003). The realization and the associated cognitive dissonance may manifest as "guilt, shame, and confusion" (Van Soest & Garcia, 2003, p. 22) which, in turn, may contribute to the individual or the group exhibiting some level of resistance to continuing engagement around these issues (Bell, et al., 1997; Deal & Hyde, 2004; Garcia & Van Soest, 2006; Mildred & Zúñiga, 2004; Tummala-Narra, 2009; Van Soest & Garcia, 2003). However, the resistance that emerges can be "an opportunity for learning and insight" (p. 373) if skillfully handled by the instructor (Mildred & Zúñiga, 2004). But, if left unresolved, this distress (and the attendant resistance) can lead to "feelings of resentment, despair and alienation" (Van Soest & Garcia, 2003, p. 22). Therefore, an objective of social justice education in social work is to support the individual (and the group) as they work through these feelings toward the development of a "positive social identity" (Van Soest & Garcia, 2003, p. 22) whereby they are no longer incapacitated by their strong emotional responses to this content (e.g., anxiety, anger, fear, or discomfort). Instead, they are prepared to engage in social action that promotes socially just alternatives to the social injustices now apparent to them (Van Soest & Garcia, 2003).

Teaching about social justice. The 2008 EPAS highlight the centrality of faculty members as being responsible for creating an "educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers" (CSWE, 2008a, p. 13). In addition the revised policies and standards affirm that "… through their teaching, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program's faculty models the behavior and values

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expected of professional social workers" (CSWE, 2008a, p. 13). With the revised EPAS, faculty members, therefore, are considered an integral part of a student's educational experience. (This is not to imply that faculty members were not previously considered integral; however, the 2001 EPAS include no explicit statement to this effect.)

As it relates to social work education generally, students have reported that the educator can play a key role in establishing a safe classroom climate by: (a) establishing guidelines for effective communication; (b) modeling and encouraging active participation; (c) actively raising controversial issues; (d) demonstrating comfort with conflict; (e) being open to, and nonjudgmental regarding, divergent opinions; and (f) attending to cultural concerns. In this way, students are given the opportunity "to learn about others, to be challenged to expand their own viewpoints, to increase their self-awareness, and to develop effective communication skills" (Holley & Steiner, 2005, p. 58).

Snyder, Peeler and May (2008) argue that social work educators have a responsibility to promote a safe classroom environment when integrating social justice content into their teaching. In this respect, social work educators should have the ability to help students navigate through the psychological issues that may arise when learning about social justice (and injustice) (Singleton, 1994; Van Soest & Garcia, 2003). However, the extent to which social work educators are comfortable with, focus upon, and integrate social justice-related content (e.g., content related to diversity and oppression) is partially dependent upon the capacity and investment of the educator (Singleton, 1994). In light of the challenges students face (and the concomitant challenges faced by educators who teach this content), faculty members need the abilities (Gutiérrez, Fredricksen & Soifer, 1999) and "substantial personal and professional

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insight, risk taking, communication, and process skills" (Garcia & Van Soest, 2000, p. 37) required to effectively teach social justice-related content.

Yet, educators are doubly burdened by the need to work through their own understanding of social justice (e.g., exploring the role of power and privilege in their lives), in addition to being able to skillfully guide students on their journey (even in the face of the anger and fear students may express) (Van Soest & Garcia, 2003). As well, social work educators may be unclear about what social justice practice means for social work and where it can be fit into the curriculum (Bent-Goodley, 2008), may find it difficult to translate their understanding of social justice into their teaching practices (Hong & Hodge, 2009), and/or may need to more clearly conceptualize the concept in order to make a stronger link between their curriculum and the broader social justice aims of the profession (Longres & Scanlon, 2001).

For reasons such as these, educators who engage in social justice education require the intellectual, affective, and administrative support of their colleagues and program administrators (Abrams & Gibson, 2007; Singleton, 1994; Van Soest & Garcia, 2003). This is especially important in light of the assertions from Bell et al. (1997) that university educators who choose to center social justice-related content in their teaching "often come into conflict with institutional norms of professed objectivity, authority, and professional distance in ways that can undermine [their] confidence, lose the support of some of [their] colleagues, and in some cases jeopardize [their] positions as faculty" (p. 309). Further, potential support may be stymied by "differing faculty perceptions about diversity and social justice as well as expectations arising from administrative, environmental, and curriculum demands" (p. 30), and may require that faculty members engage in critical, potentially contentious, dialogues with their colleagues in order to address these barriers (Van Soest & Garcia, 2003). Further, for Gutierrez, et al. (1999),

the responsibility for teaching social justice-related content (e.g., content related to diversity and oppression) should be shared among all faculty members (not just a few). Given factors such as these, Jacobson (2009) argues that faculty members need to create opportunities to support and work with each other (e.g., repurposing faculty meetings) to locate and address the contradictions that may emerge between the efforts of social work educators to center social justice in their teaching, the norms and practices of the institution, and the broader social justice mission of the profession. To this end, Holloway, et al. (2009) assert that the shift toward competency-based education for social work (as articulated in the 2008 EPAS) necessitates faculty members working together to develop, modify or reconstitute their curriculum; and, in doing so, "necessarily require[s] enhanced collaboration and teamwork" (p. 10) among faculty members. Moreover, whereas faculty members subject to the 2001 EPAS (or other previous iterations of CSWE's policies and standards) may have formerly focused on their own piece of their program's content based upon their expertise (e.g., social policy), Holloway, et al. (2009) argue that the 2008 EPAS require that all faculty members consider how all competencies are integrated into the curriculum. (It should be noted, however, that this does not necessarily mean that all competencies will be addressed in a single course, but that they will at least be addressed somewhere in the entirety of the curriculum.)

Criticisms of Social Work Education

Recent critiques of the social work profession, social work education, and of CSWE in particular, are relevant to further understanding the context within which social work educators teach. Four categories of criticism leveled against teacher education programs that focus on social justice have utility to this discussion. The ambiguity, knowledge, ideology, and free speech critiques described by Cochran-Smith, Barnatt, Lahann, Shakman, and Terrell (2009)

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parallel many of the criticisms targeting social work education – and, in fact, are delivered by some of the same critics (e.g., the Foundation for Individual Rights in Education (FIRE), the National Association of Scholars (NAS), and the Washington Post columnist, George Will).

Observers who make the ambiguity critique essentially argue that education for social justice is problematic because the social justice concept is often under-theorized and multiply defined. Therefore, the assertion is made that the concept is either too ambiguous and should be jettisoned or that it requires more precision (Cochran-Smith, et al., 2009). The knowledge critique rests upon the argument that education for social justice is an effort to insert a progressive political agenda in to what critics assert should be an otherwise, politically-neutral endeavor. Extending from this critique, an additional argument is made that a focus on social justice occurs at the expense of teaching students the knowledge and skills they require (Cochran-Smith, et al., 2009).

Similar to the knowledge critique, the ideology critique relies upon the assumption that education should be apolitical. However, rather than focusing upon the content of an educational program, observers who deploy this critique consider the gate-keeping function of professional education programs arguing that these programs should evaluate prospective professionals on the basis of their knowledge and prior performances, not their ideological standpoint. Accordingly, it is argued that it is problematic for an educational program or its accreditation body to use social justice as a means to determine the suitability of future practitioners. Therefore, on this view, establishing social justice as a core principle or disposition in professional education is deemed improper (Cochran-Smith, et al., 2009).

The free speech critique involves the argument that the inclusion of social justice in professional education potentially violates the first amendment rights of students who may have

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divergent views on social justice. In addition, education for social justice is considered in opposition to the ideal of the university as a space for openness and free speech. In effect, commentators who make the free speech critique conclude that the insertion of social justice into professional education creates a hostile educational environment for students with alternate views on social justice, amounts to indoctrination, and is, therefore, incompatible with the ideal view of a university education (Cochran-Smith, et al., 2009).

The most notable of recent critiques have come from the National Association of Scholars (NAS, 2007), "a group dedicated to opposing what it characterize[s] as the radical left-wing political agenda being advanced on campuses" (Lucas, 2006, p. 296), and more publically from Washington Post columnist, George Will (2007). In the report, "The Scandal of Social Work Education," NAS roundly criticizes social work education for its positioning of social justice and makes the charge that NASW's Code of Ethics, CSWE's Educational Policy and Accreditation Standards (2001), and social work education programs' course content promote narrow ideological views that preclude competing perspectives with regard to social justice (and related subject matter) and, thereby, undermine traditional standards for an intellectually rigorous, liberal education. Here, they are making the ambiguity, knowledge, and ideological critiques identified by Cochran-Smith, et al. (2009). Further, NAS (2007) makes the free speech critique when it condemns social work education programs for attempting to indoctrinate students to a particular ideological bent and cite several cases wherein socially conservative students charged that their First Amendment rights to free speech were violated as a result of reportedly being forced, through their coursework and performance evaluation, to adopt particular, politicized viewpoints anathema to their own.

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In response to these critiques, NASW and CSWE issued statements standing by social work's adherence to its social justice mandates in practice and standards in education (Abramovitz & Lazzari, 2008). Elvira Craig de Silva, then president of the National Association of Social Workers (NASW), posted a short press release on the organization's website shortly after the publication of George Will's piece (NASW, 2007, October 22). In it, she stated that the national and state chapters of NASW were partnering with social work education programs to submit letters-to-the-editor to their local newspapers, and requested that NASW members write letters and submit those published to NASW. (Nineteen links to published letters were posted.) Betsy Clark, then Executive Director of NASW, took exception to Will's critique of the profession's social justice mandate in a brief letter-to-the-editor published in the Washington Post. In it, she argued that social work's social justice mandate provides the basis for common cause among professional social workers who, regardless of their differing opinions, are unapologetically committed to enhancing the well-being of disenfranchised populations (NASW, 2007, October 20).

In October 2007, Julia Watkins, then Executive Director of CSWE, issued a statement on behalf of the group in response to the NAS critique as well as other similar critiques from George Will, the Foundation for Individual Rights in Education (FIRE) and the American Council of Trustees and Alumni (ACTA). In her response, Watkins disputed the claim that social work's advocacy of social justice is inconsistent with accepted academic norms, that social work education is uncritical or imbalanced, or that, by implication, social work education is inherently hostile to competing views of social justice. Arguing that these claims distort the reality of social work education, Watkins asserted that the social work profession's advocacy for social justice is by its very nature committed to "the protection of individual and academic freedom of thought

and expression, including religious and political beliefs" (CSWE, 2007, October 16, n.p.). In addition, Watkins referenced CSWE's accreditation standards (as articulated in the 2001 EPAS) arguing that, in fact, social work education is expressly committed to fostering an educational environment respectful of the "diversity of thought and practice" (n.p.) that faculty and students bring to the educational context, and attends to the rights and responsibilities of students by mandating that accredited social work programs include "a procedure for filing complaints of non-compliance with the CSWE Commission on Accreditation" (CSWE, 2007, October 16, n.p.) (In effect, CSWE took on the ideology and free speech critiques here.)

Concurring with the NAS critique, social work scholar, David Stoez (2008), argued that social work education creates a hostile environment for conservative students and, thereby, undermines the credibility of social work education. As a part of his broader critique, he ultimately argued that CSWE has undermined its ability to appropriately guide the education of professional social workers, undermined the credibility of the profession, and as a consequence undermined the welfare of those service recipients social work aims to support. Writing with Howard Karger elsewhere, Stoesz has asserted that CSWE's most recent revisions to the Educational Policy and Accreditation Standards (2008 EPAS) are "largely symbolic" (p. 110) and continue to be infused with ideological rhetoric (Stoesz & Karger, 2009a). As a consequence of this, and the factors identified by Stoesz (2008), they have argued that social work education has opened itself up to legitimate conservative critiques from groups like NAS, ACTA, and FIRE. CSWE's Executive Director, Julia Watkins (2009) dismissed Stoesz and Karger's (2009a) arguments outright, however, arguing that Stoesz and Karger (2009a) fundamentally misread the purpose of accreditation, and that CSWE's accreditation process is consistent with the quality assurance objectives of the Council for Higher Education Accreditation (CHEA) (the body that

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grants CSWE the sole authority to accredit social work education programs).

Relative to the substance of CSWE's Educational Policy and Accreditation Standards (EPAS), Felkner (2009) has made the ambiguity critique arguing that social work education depends upon "poorly defined concepts of social and economic justice" (p. 121). In addition, he made the ideological and free speech critiques arguing that CSWE's EPAS institutionalize a liberal agenda in social work education and that it is a form of racialized and political indoctrination; and, as a consequence, it serves to alienate and deter some white and conservative students and scholars who might otherwise contribute to and bolster the knowledge, practice, and credibility of social work (Felkner, 2009).

Contrary to Felkner's (2009) view, and contrary to the critiques of NAS and other groups cited by Stoesz and Karger (2009a), Thyer (2009) argued that it is indeed appropriate for CSWE to mandate the inclusion of social justice content in the social work curriculum; however, he has suggested that the related EPAS standard is "very vague and open to varying interpretations" (p. 129) which unnecessarily positions social work educators in a way that leaves them vulnerable to accusations of efforts to indoctrinate students. Instead, Thyer (2009) argued, this risk might be mitigated should CSWE "provide more concrete and specific examples of what constitutes education about social justice" (Thyer, 2009, p. 129).

Regardless of the validity of these critiques (or even the affirmations) of social work education and its focus on social justice, in aggregate, these provide part of the political context within which social work education occurs.

Empirical Studies of the Role of the Social Work Educator to Teach Social Justice Content

These criticisms aside, few studies have explored the extent to which social work educators report that they understand and are able to meet their responsibility to prepare students

to practice in a manner consistent with their ethical responsibility to promote social justice. However, those that have reveal some of the challenges social work educators face (including those described previously).

Longres and Scanlon (2001) conducted an exploratory study to better understand social work faculty members' definitions of social justice, whether their courses were informed by a social justice perspective, and whether faculty research agendas (i.e., topics, theories, and methods) were informed by a particular justice framework. (The study focused specifically on social work educators teaching courses on research or faculty members who were principal investigators on large research projects at a large public university.) The findings led the authors to raise several key issues about the incorporation of social justice content into the social work curriculum and into social work more generally. Specifically, they identified the need: (a) for social work scholars and educators to more narrowly and more clearly conceptualize social justice; (b) for the profession to be more explicit in its role to promote social justice; and (c) for social work educators to systematically make a clearer link between their curriculum and social justice aims (Longres & Scanlon, 2001).

Hong and Hodge (2009) analyzed syllabi from a representative sample of vertically oriented social justice courses (i.e., courses exclusively focused on social justice topics) taught in graduate social work programs in the U.S. Despite the critique that social work education programs exhibit a liberal bias in how they present social justice, the authors found that descriptions of social justice in social work courses were not inherently in conflict with alternate conceptions of social justice. However, they suggested that conflicts may arise as a result of how social work educators are translating their understanding into their teaching practices (Hong & Hodge, 2009).

A recent exploratory study by Funge (2011) examined the perspectives of social work educators regarding their responsibility to fulfill the CSWE educational standard related to integrating social justice content into their teaching (Funge, 2011). Findings revealed that these educators had differing understandings about this responsibility, and reported that factors in the institution were constraining the ability of social work educators to teach to social justice. In addition, they reported that many social work educators may be underprepared to engage their students in this regard. Interviewees reported that they were provided with no meaningful, structured opportunity to critically explore the appropriate role of the social work educator relative to CSWE's social justice standard. Further, the messages faculty reported receiving about research being valued over teaching, and the level of support Retention, Tenure, and Promotion (RTP) committee members assign to efforts to teach to social justice were reported to diminish the incentive for focusing in this area. In addition, the preparation for teaching that these educators received in their doctoral programs was reported to be, at best, variable, and at worst, inadequate. From this, it might be inferred that the quality of education social work students are receiving from these educators and their colleagues will also be variable (and at worst, inadequate).

From a practical standpoint, these findings suggested that social work educators may need to: (a) clarify their role and responsibilities with regard to engaging their students around social justice. In addition, social work programs may need to (b) assess the implementation of CSWE's social justice standard into teaching; (c) assess the level of ongoing, structured support provided to social work educators to teach in this manner; and (d) assess institutional norms and practices to determine if these practices constrain efforts to teach to social justice, and identify alternatives. Finally, doctoral programs in social work may need to (e) evaluate the extent to

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which doctoral students are prepared to effectively engage their students around social justice. In effect, the study concludes that there is a need to explore to what extent institutional structures are in place to adequately support social work educators in their efforts to cultivate the social justice orientation of future social work practitioners (Funge, 2011).

Summary

Chapter 2 began with an exploration of the literature relevant to the diverse philosophical foundations of social justice. Next, how the profession of social work operationalizes social justice including the human rights perspective was described as were some of the contextual challenges affecting the profession's focus on social justice. Following this section, the difficulties students face when learning about social justice-related issues as well as the challenges for educators who teach social justice content were explored. Recent criticisms of social work education for its focus on social justice were also described; and, finally, empirical investigations into the role of the social work educator and social justice were detailed.

Based upon this review of the relevant literature as well as the theoretical framework presented in Chapter 1, two avenues of inquiry are germane. There is a need to understand whether social work educators feel that they possess the efficacy to teach social justice content given their obligations to CSWE to integrate this value into their teaching. Further, only a few studies have explored the role of the social work educator to teach social justice content and none have explored the extent to which factors in the educational context affect social work educators' efficacy beliefs in this regard. Therefore, there is a need to explore the extent to which different factors in the educational context affect social work educators' efficacy beliefs about teaching social justice content. Chapter 3 describes the methodology for beginning this exploration.

CHAPTER 3

METHODOLOGY

As previously indicated, this study sought to (a) determine the extent to which social work educators perceived that they were capable of integrating content consistent with CSWE's Educational Policy 2.1.5 (Advance human rights and social and economic justice) into their teaching; (b) determine the extent to which factors in the educational context may have impacted these perceptions; and (c) determine the extent to which the personal and professional characteristics of educators may have affected these perceptions. This chapter describes the research methodology including details regarding the study's research design, the operational definitions of variables, the sample and selection of subjects, a description of the instrument and associated pilot study, a brief summary of how human subjects were protected, a description of the data collection methods, and a brief overview of the data analyses.

Description of Research Methodology

Research Design

No previous studies had assessed the efficacy beliefs of social work educators with regard to their ability to integrate social justice content into their teaching, nor had prior studies investigated the relationship between the educational context and these beliefs. Therefore, this exploratory study sought to gather this information. The study employed a cross-sectional research design (Rubin & Babbie, 2008) which facilitated a comparison of the teacher efficacy beliefs and perspectives of subpopulations of social work educators.

Data on multiple variables were gathered from each study participant at one point in time. In this way, the time commitment for study participants was limited to one data collection episode. (This was especially critical for a population whose time is limited.) But, this also

proved to be a limitation of utilizing this research design (Monette, Sullivan & DeJong, 1998). Because data were gathered in one moment in time rather than across time, shifts in the efficacy beliefs of a single educator or group of educators over time, for instance, remained unexplored. However, because no data existed regarding social work educators' efficacy beliefs about integrating social justice content into teaching or their perspectives about the educational context as it may have impacted these beliefs, establishing a baseline measure of this information was warranted.

Survey research is an effective data collection technique for gathering the same set of information from large samples of individuals (Monette, Sullivan & DeJong, 1998). For this reason, a survey instrument was disseminated to a national sample of social work educators teaching in CSWE-accredited social work education programs in the U.S. The survey instrument, designed by the researcher, included items relevant to the social work educators' perspectives regarding the integration of social justice content into teaching. It was self-administered and completed online by study participants. An advantage of using an online survey is that the instrument can be disseminated widely with minimal expense to the researcher and can be easily accessed by respondents with internet access (Rubin & Babbie, 2008). While the representativeness (or lack thereof) of respondents who complete online surveys has been cited as a criticism of this type of methodology, it was anticipated that social work educators at CSWE-accredited social work education programs had close-to-universal access to the internet and had, at least, the basic level of competence required for completing online survey instruments.

Operational Definitions of Variables

Dependent (criterion) variables.

Efficacy to integrate social justice content into teaching. This variable reflected the cumulative beliefs a social work educator held about his or her capacity to successfully perform particular teaching tasks associated with developing students' social justice competency as described in CSWE's 2008 Educational Policy and Accreditation Standard 2.1.5. A 24-item *Efficacy to Integrate Social Justice Content into Teaching* scale was designed to measure these beliefs. Along a 6-point scale from 1 = *Rarely or never* to 6 = *Always*, each item provided respondents with the opportunity to indicate the extent to which they believed they could accomplish a variety of tasks related to the integration of social justice content in to their teaching. As detailed later in this chapter, a data reduction technique produced two factors (rather than the three originally conceptualized) which were determined to capture respondents' efficacy beliefs about their ability for (a) *Facilitating student engagement* as well as (b) *Encouraging student learning* when integrating this content into their teaching. These were then operationalized as separate dependent variables in the data analysis.

The first factor, *Facilitating student engagement*, included 14 items (#1.4, 1.6, 1.10, 1.12, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, and 2.l2). [8] Here respondents indicated whether, for example, they believed they could *"Manage students' discomfort with this content so that they are not disruptive to others"* (#1.4) or *"Establish classroom norms to encourage productive student participation when presenting this content"* (#2.2). A composite mean score was

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[8] The numbering scheme presented here was not used on the actual survey instrument distributed to respondents (see Appendix A). The web-based service that hosted the survey instrument (www.surveymonkey.com) did not provide the flexibility to individually number each of these items. Therefore, the first 12 items were presented on one webpage under one set of prompts and the second 12 items were presented under the same set of prompts on a second webpage. For purposes of this report, the items were numbered 1.1 through 1.12 and 2.1 through 2.12.

generated based upon the mean of these items with scores ranging from 14 (low efficacy beliefs) to 84 (high efficacy beliefs). Scores at the lower end of the range revealed that a social work educator anticipated that either s/he could not perform, or believed that s/he had a limited capacity to perform, the tasks associated with facilitating student engagement when integrating social justice content into her or his teaching. Scores at the highest end of the range indicated that a social work educator believed that s/he was highly capable with regard to facilitating student engagement when teaching this content.

Ten items comprised the second factor, *Encouraging student learning* (#1.1, 1.2, 1.3, 1.5, 1.7, 1.8, 1.9, 1.11, 2.1 and 2.3). [8] Here respondents indicated whether they believed they could, for example, *"Craft good examples so that students are able to understand this content"* (#1.5) or *"Provide an alternative explanation or example when students are confused about this content"* (#2.3). A composite mean score was generated based upon the mean of these items with scores ranging from 10 (low efficacy beliefs) to 60 (high efficacy beliefs). Higher scores indicated the respondent's belief that s/he had the ability to effectively encourage student learning through her or his teaching about social justice issues whereas lower scores for this factor indicated that the respondent felt that s/he was less able to encourage students' learning.

Independent (predictor) variables.

Analysis of the teaching task and context. This variable referred to the social work educator's cumulative assessments of the extent to which factors in the environmental context affected his or her decisions to integrate social justice content into teaching. A ten-item scale was created to measure the respondent's assessment of the educational context at the micro-, meso-, exo-, macro-, and chronosystem levels. Respondents indicated their level of agreement with various statements on a 6-point scale from 1 = Strongly disagree to 6 = Strongly agree. As

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discussed later in this chapter, a data reduction technique produced two components (rather than the five originally conceptualized), and two items were removed from the analysis leaving only eight items. The components, comprised of four items each, were determined to capture respondents' views regarding the extent to which they believed (1) *Programmatic support* was available for the integration of social justice content into teaching as well as their (2) *Individual resolve* to integrate this content. These were operationalized as separate independent variables in the data analysis.

The first component, *Individual resolve*, included 4 items (#3.3, 3.6, 3.7 and 3.10) that, in combination, assessed an educator's resolve to integrate social justice content into his or her teaching regardless of the educational context. [9] So, educators responded to items such as, *"The possibility of receiving negative evaluations from students and the impact this may have on retention, tenure, and promotion decisions deter me from integrating this content into teaching"* (#3.6) or *"Criticisms that social work education's focus on social justice indoctrinates students to a liberal bias discourages me from integrating this content into teaching"* (#3.7). A respondent who indicated that s/he "Strongly agree[d]" with the statement that *"I am less likely to integrate this content into my teaching if I know that my colleagues are not doing so"* (#3.3) essentially indicated that s/he was less resolved to integrate this content when colleagues were not also doing so. In the data analysis, such a response was reverse coded from "6" to "1." Since the four items were similarly structured, every response to these items was reverse coded with a combined score ranging from 4 to 24. Lower scores indicated that the educator, in effect, had a

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[9] The numbering scheme used here was not used on the actual survey instrument distributed to respondents (see Appendix A). The web-based service that hosted the survey instrument (www.surveymonkey.com) did not provide the flexibility to individually number each of these items. Therefore, these items were presented under one set of prompts on the same webpage. For purposes of this report, the items were numbered 3.1 through 3.10.

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lower level of resolve to integrate social justice content if they perceived the educational context to be less-than-supportive of this integration while a higher score reflected a view that the educational context was irrelevant to, or at least not discouraging of, his or her resolve to integrate this content.

The second component, *Programmatic support*, also included 4 items (#3.1, 3.2, 3.4 and 3.9). [9] Here educators responded to items such as, *"My social work program provides opportunities for colleagues to discuss strategies for integrating this content into teaching"* (#3.1) or *"Students in my social work program are receptive to learning about this content"* (#3.2). The scores for this set of items ranged from 4 to 24 whereby higher scores indicated the educator's view that the programmatic context was conducive to educators' efforts to integrate social justice content into teaching while lower scores indicated a view that the educational context was less conducive to these efforts.

Demographics. Broadly construed as constituting the demographic profile of respondents, 21 variables captured the personal and professional characteristics of respondents as well as the institutional characteristics of the programs in which they taught. (The latter variables provided additional information regarding the environmental or educational context.)

Respondents' personal and professional characteristics were based upon self-reports regarding their (a) age; (b) ethnicity; (c) gender; (d) their family's income level while growing up; (e) academic degrees earned; and (f) their political orientation as well as their (g) rank, (h) the number of years they had taught; and (i) the group(s) they had taught (i.e., bachelor-level, masters, and/or doctoral students). Four additional variables ascertained the focus of their teaching including (j) the social justice area(s) they reported explicitly integrating into the content they taught; (k) the course(s) respondents had taught; (l) whether they had taught a

course with a specific focus on diverse populations; and (m) if they had taught a course focused on one or more of the EPAS 2.1.5 content areas. And, eight variables reflected respondents' reports regarding the institutional characteristics of their social work programs including (n) the state in which their program was located; (o) the control of the college or university in which their social work program was located (i.e., public, private sectarian, or private nonsectarian); (p) the types of degrees offered by their social work program; and (q) the number of faculty members in this program. Further, another variable reflected respondents' assessment regarding (r) whether research or teaching was most valued by the institution in which their program was located. And, three additional variables measured respondents' assessments regarding the characteristics of students enrolled in their social work program including (s) the percentage of students who were nonwhite as well as (t) the percentage of students who grew up in low income families. Finally, the third variable in this category was related to respondent's assessments regarding (u) the extent to which particular political perspectives were reported expressed by students during class.

Sample

Participants in this study were U.S.-based social work educators who taught in a CSWE-accredited social work education program. Participants included full-time full, associate, and assistant professors, and full-time instructors and other adjunct faculty. Because each of these social work educators taught in an accredited program, it can be assumed that each was obligated to abide by CSWE's educational policies and accreditation standards in their teaching.

Selection of Subjects

At the time of this study, no reliable list of all full-time social work educators who taught at CSWE-accredited social work education programs in the U.S. was available. [10] Therefore, the sampling frame consisted of all accredited social work education programs in the U.S. (excluding Puerto Rico and Guam) listed in CSWE's Directory of Accredited Programs. [11] As of March 2011, there were a total of 667 CSWE-accredited social work education programs in the U.S. with 461 programs offering a Bachelor of Social Work (BSW) degree and 206 programs offering a Master of Social Work (MSW) degree. [12] These programs were located in 515 unique

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[10] CSWE conducted an annual survey of the social work programs it accredited; however, the data generated was limited in terms of its utility for this study. For instance, in 2010, CSWE conducted a survey of the 470 BASW and 203 MSW programs it accredited at the time. Of the total number of these social work programs (N = 673), only 395 (58.7%) reported data on faculty members who spent 50% or more of full-time employment (FTE) in social work education. Data were collected about 3,638 full-time faculty members (D. Kagehiro, Research Assistant for CSWE's Office of Social Work Education and Research, personal communication, May 19, 2011). Unfortunately, this data had limited utility. For instance, not all of the full-time faculty members identified in the survey had a teaching role (and those that did were indistinguishable from those that did not in the data reported) (D. Kagehiro, May 20, 2011). In addition, field faculty members were not separated from academic faculty members in this data. Further, while the average number of full-time faculty members per program was 9.2 in 2010, it was not clear to what extent this average would be different if the 278 programs that did not participate in the survey had provided data. For instance, a disproportionate number of these programs could have been smaller (or larger) than the average size reported. Thus, the average number of full-time faculty members per program may have been lower (or higher) than the reported average.

[11] For purposes of this study, collaborative or joint degree programs were considered one program. For instance, Shippensburg University of Pennsylvania collaborated with Millersville University of Pennsylvania to offer a Master of Social Work degree. This was considered one program. However, it should be noted that both programs offered separate Bachelor of Social Work degrees. These, then, were considered two additional programs.

[12] Some CSWE-accredited programs offered degrees equivalent to the Bachelor of Social Work (BSW) but use different nomenclature to identify them. For instance, while Wayne State University in Michigan offered its undergraduates a Bachelor of Social Work (BSW), the University of Maine offered a Bachelor of Arts in Social Work (BASW). The same was true for the Master of Social Work. The University of California, Los Angeles (UCLA), for instance, referred to its graduate social work degree as a Master of Social Welfare. Regardless of these differences, each of these programs was still subject to the guidelines specified in CSWE's

institutions (i.e., colleges or universities) with 152 of these institutions offering programs that conferred degrees in social work at both the undergraduate and graduate levels (i.e., they offered both a BSW and an MSW degree). [13]

Table 1 provides an overview of the total number of institutions that offered CSWE-accredited social work programs. (Those programs that also offered a Ph.D. in social work or social welfare are indicated; however, it is important to note that CSWE did not accredit doctoral programs at the time of this study.)

Table 1

Total number of institutions in the U.S. (excluding Puerto Rico and Guam) offering CSWE-accredited social work education programs by program type, 2011

Program type	Number of institutions	%
BSW Only	309	60.0%
MSW Only	26	5.0%
BSW and MSW Only	112	21.7%
MSW and Ph.D. Only	28	5.4%
BSW, MSW and Ph.D.	40	7.8%
Total	515	

Note: Identification of institutions offering BSW and/or MSW programs was retrieved from CSWE's Directory of Accredited Programs in March 2011; Identification of institutions also offering a Ph.D. program in social work or welfare was retrieved from the Group for the Advancement of Doctoral Education in Social Work (GADE) membership list in March 2011.

Because many educators taught at institutions that offered both a BSW and an MSW program (n = 152), beginning with the total population of social work education institutions (N=

Educational Policy and Accreditation Standards documents. Therefore, these programs were included in the study.

[13] The joint School of Social Work at St. Catherine University and the University of Saint Thomas Collaborative was considered one institution for purposes of this study; however, the Bachelor of Social Work and Master of Social Work degree programs they offered together were considered two programs.

515) rather than the total population of social work education programs (N = 667) ultimately

avoided the possibility of selecting a set of educators at a selected institution twice. For instance,

California State University, Long Beach (CSULB) offered a BASW and an MSW degree, and

many faculty members taught in both programs. Therefore, if the total population of programs

(instead of institutions) were used as the sampling frame, there would have been a possibility that

a faculty member at CSULB could have been selected twice into the study: first as a faculty

member in the BASW program and second as a faculty member in the MSW program.

Most, if not all, institutions that housed CSWE-accredited social work programs provided

contact information for their faculty members on their institutional websites. While it was

possible to gather contact information (i.e., email addresses) directly in order to create a database

populated by all faculty members listed on these websites, this strategy had limitations. First, not

all teaching faculty were listed on these websites. Second, the websites may not have

differentiated between field and academic faculty. Third, it was impossible to determine which

faculty members met eligibility criteria for potential participation in the study. And, fourth, the

time required to gather this data was impractical for a researcher with limited resources. [14] For

these reasons, this sampling strategy was rejected.

Instead, to select educators into the study, a database of contact information for the Deans

and Directors (or equivalent lead administrator position) of the 515 institutions that housed

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[14]As described in Rubin and Babbie (2008), Rubin and Parrish (2007) estimated that a team of
MSW students assistants would take 30-40 hours to create a database of all faculty members
listed on each of 170 CSWE-accredited graduate social work program websites in 2005. The
authors hired six MSW students who compiled a database of full-time faculty members.
Although the authors did not specify the total number of hours the group took to gather the data,
based upon their original estimates, it may have taken approximately 180-240 man-hours. It
should be emphasized that the researchers did not gather any data from faculty members teaching
in CSWE-accredited undergraduate social work programs. This also would logically increase the
hours required to gather this set of data.

CSWE-accredited social work education programs was generated. This database provided the basis for producing the sample for the study. To this end, each administrator was contacted several times via email to request that they forward a series of invitations to all of their faculty members with teaching responsibilities. [15] It is asserted that submitting the request to the Deans and Directors directly increased the likelihood that only those social work educators who fit the eligibility criteria were invited to participate in the study. Conceptually, it is important to note that regardless of who received the invitation to participate in the study or who responded to this invitation, the total population of social work educators in the U.S. who met eligibility criteria were potential participants in the study. A limitation of this strategy, however, was that the invitation to potential respondents was dependent upon a second party or gate-keeper (i.e., the Dean or Director) forwarding the invitation to his or her faculty members. Thus, access to the total population of potential respondents may have been limited by this factor. [16]

This study sought a sample size of no fewer than 300 social work educators. This sample size was considered somewhat conservative given other researchers' experiences who had conducted national surveys of social work educators. While the sampling procedures for those

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[15] Accessing the listserv for the National Association of Deans and Directors of Social Work Education Programs of Schools of Social Work (NADD) was a viable, but limited, alternative to this sampling strategy. While the listserv provided ease of access for a researcher granted access to the organization's membership, it was limited in that its membership was composed of the deans, directors, and chairpersons of approximately 200 graduate social work programs only. (Further, some of these programs may have been located in Canada.) Despite these limitations, it was considered as an additional method for contacting Deans and Directors if the described sampling procedure proved to be limited in generating interest in the study. This proved not to be the case.

[16] Alternatively, a request could have been made to those Deans and Directors selected requesting that they furnish the contact information for faculty members at their institutions who met eligibility criteria. However, this option was ruled out in that these gate keepers might not have had the time nor the inclination to expend the effort required to compile this list (thus further limiting the pool of potential respondents).

studies were dissimilar to this study's, they provided useful indicators from which this study's target sample size could be compared. For instance, in the first quarter of 2011, Professors Jill Chonody of Temple University and Donna Wang of Touro College randomly selected 40% of social work education programs in the U.S. They then spent an estimated 15-20 hours retrieving the email addresses of about 3,300 social work educators from these programs' websites and directly invited these educators to participate in the study. Of these, approximately 17-18% completed online surveys; however, many of these responses were reported to be incomplete (D. Wang, Associate Professor, Touro College, New York, NY, personal communication, March 11, 2011). While this research was in progress at the time of this writing, the sample these researchers were likely able to generate was approximately 450-550 educators. In another study, May (2006) directly mailed an invitation to a national sample of 1,005 social work educators inviting them to complete an online survey. Three-hundred and twenty-six (n= 326) respondents completed a survey for a response rate of 32.4%.

Instrumentation

In order to meaningfully investigate the research questions identified, three areas provided the basis for the development of the instrument. The first required identifying a set of items that could assess social work educators' teaching efficacy beliefs about integrating social justice content into their teaching. The second required identifying a set of items relevant to determining social work educators' assessment of the educational context as it may have been relevant to these efficacy beliefs. And, the third area called for identifying the personal and professional characteristics of educators deemed potentially relevant to their efficacy beliefs as well as the institutional characteristics of the programs in which they taught that may also have been relevant.

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With regard to the first area, a 24-item scale referred to as the *Efficacy to Integrate Social Justice Content into Teaching* scale was developed by the researcher as an adaptation of an established instrument, the Teacher Self-Efficacy Scale – TSES, developed by Tschannen-Moran and Woolfolk Hoy (2001). Conceptually, the adapted scale was designed to assess a social work educator's beliefs in three areas: (a) efficacy to engage students; (b) efficacy to implement instructional strategies; and (c) efficacy to manage the classroom when integrating social justice content into his or her teaching. As noted earlier and discussed later in this chapter, a data reduction analysis of this scale resulted in two factors rather than the three originally conceptualized. These were respondents' efficacy beliefs about: (a) *Facilitating student engagement*; and (b) *Encouraging student learning* when integrating social justice content into teaching.

For the second area, this researcher developed a ten item scale designed to assess respondents' perceptions regarding the educational context and its relationship to educators' beliefs about integrating social justice content into their teaching. On the basis of the integration of the teacher efficacy model conceptualized by Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) and Bronfenbrenner's (1979, 1994) ecological systems theory, the items were designed to determine respondents' perspectives regarding factors at each of five levels of the educational environment (i.e., the ecological system) from the micro- to the chronosystem as they might be related to beliefs about integrating social justice content into teaching. A subsequent data reduction analysis determined that the scale was comprised of two components rather than the five originally conceptualized. (Further, as noted previously, only eight items were retained in the final scale used for the data analysis.) The two components were determined to assess

respondents' assessments of their: (a) *Individual resolve*; and their access to (b) *Programmatic support*. The data reduction process is addressed later in this chapter.

Informed by the literature presented earlier regarding some of the challenges educators face when teaching social justice content as well the relevance of mastery experiences and the effect of the environment on behavior, the third area entailed identifying a set of 21 demographic and descriptive items potentially relevant to educators' efficacy beliefs (e.g., respondents' ethnic identity, gender, age, socioeconomic status, educational achievement, numbers of years teaching, and experiences integrating social justice content) as well as items related to the characteristics of their programs and institutions (e.g., faculty size, institutional support for teaching versus research, and student characteristics).

A Pilot Study

An earlier version of the final survey instrument was pilot-tested with 10 faculty members from a CSWE-accredited social work education program in southern California who met eligibility criteria.[17] This panel of experts provided feedback regarding the face validity of the instrument under development including the clarity of the questions, instrument format, and feedback regarding the length of time the panelist took to complete the survey. The instrument was posted at the web-based survey service, http://www.surveymonkey.com/, where the final instrument would eventually be posted for study participants so that feedback provided was applicable to the actual environment in which respondents would complete the survey. Every second panelist was provided with a link to an alternate survey that included a short-form (i.e., 12-item) version of the *Efficacy to Integrate Social Justice Content into Teaching* scale. This occurred in order to evaluate the length of time respondents required to complete this version

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[17] The pilot study was conducted only after approval to conduct the study was granted by UCLA's institutional review board. This process is described later in this chapter.

versus the longer version that included the 24-item Efficacy scale. (Ultimately, the 24-item version was retained given that the length of time to complete the instrument did not, on average, exceed 15 minutes.) Relevant feedback from this pilot study was incorporated into the final, revised version of the instrument as described in the next section.

The Survey Instrument

The final 56-item survey instrument was divided into eight sections covering the three areas described above. These were: (a) a section titled, *Integrating Social Justice Content into Teaching*, which included the 24-item *Efficacy to Integrate Social Justice Content into Teaching* scale used to assess the respondent's efficacy beliefs about integrating social justice content into his or her teaching; (b) a 10-item *Educational context* section that gathered information relevant to the respondent's assessment of the educational environment; (c) a four-item section that asked respondents to indicate their *Teaching focus* related to the topics they had taught (including those related to social justice); (d) a three-item *Professional characteristics* section regarding the extent of his or her teaching experience; (e) a five-item section regarding the *Institutional characteristics* of the educator's social work program; (f) a three-item section related to *Student Characteristics*; (g) a six-item section regarding the respondent's *Personal characteristics*; and (h) a final, open-ended question in the *Additional information* section that provided the respondent with the opportunity to add any comments relevant to integrating social justice content into teaching. Because this was an exploratory study, and while not directly related to any specific research question, this last item was included as a means to gather any potential insights from respondents regarding their perspectives about integrating this content not otherwise collected in the survey instrument.

Appendix A provides a copy of the instrument as described and as it appeared online. As noted in an earlier section of this chapter, the numbering scheme for the first 34 items was not used on the actual survey instrument distributed to respondents. The web-based service that hosted the survey instrument (www.surveymonkey.com) did not provide the flexibility to construct a questionnaire in which each item was individually numbered. For this reason, the first 12 items were presented on one webpage as a single item, the second 12 items were presented on the next webpage as a second item, and the next ten items were presented on the following webpage as a third item. Therefore, for purposes of this report, these 34 items were numbered as #1.1 through 1.12, #2.1 through 2.12, and #3.1 through 3.10 respectively. The remaining 22 items began at item #4 and ended at #24 as consistent with the actual numbering seen on the instrument.[18]

Integrating social justice content into teaching **items.** The first section of the survey included the 24-item *Efficacy to Integrate Social Justice Content into Teaching* scale (Items #1.1 - 1.12 and #2.1 - 2.12). Three prompts were provided in this section. The first operationalized *social justice content* for the respondent by describing CSWE's 2008 Educational Policy and Accreditation Standard 2.1.5: "*Social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice.*" The second prompt immediately followed the first stating: "*Related to this content, consider the extent to which you believe you can perform the particular teaching tasks identified below,*" and a third prompt began a sentence completion: "*I believe I can ...*" [19] Respondents were then

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[18] Item #16 consisted of two parts and is, therefore, counted as two items.

[19] These prompts remained at the top of each of the two pages of 12 items each for this section.

expected to review each of the 24 items and indicate their response along a 6-point scale from 1 = *Rarely* or never to 6 = *Always*. [20]

It is important to note that CSWE was neither identified in any of the prompts nor in the scale items. In addition, no indication was given that the description provided in the first prompt was derived from EP 2.1.5. This was done to reduce respondents' potential biases in their responses. Indicating that the practice behaviors identified stemmed from the accrediting body's educational policies may have prompted the respondent to indicate responses they determined most in line with what they believed CSWE might expect of a social work educator.

***Educational context* items.** The second section of the instrument included the 10 self-report items (#3.1 - 3.10) regarding respondents' assessment of the educational context. Two prompts to these questions were provided. The first operationalized *social justice content* for the respondent in the exact same manner as in the previous section. However, unlike in the previous section, the second prompt asked respondents instead to indicate the degree to which each question applied to them: "*Relative to this content, indicate the degree to which you agree with each statement below.*" Respondents indicated their level of agreement with each on a 6-point scale from 1 = *Strongly disagree* to 6 = *Strongly agree*. [20] It is important to note that four items were reverse coded so that, for instance, a respondent who indicated that they "Strongly disagree[d]" (i.e., a score of "1") with the statement that *"CSWE's educational policy regarding integrating this content is unclear to me"* was, in fact, asserting that the CSWE's educational policy regarding integrating social justice content was clear to him or her.

***Teaching focus* items.** The third section included four mostly closed-ended items (#4 - 7) designed to gather information from the respondent regarding: (#4) the social justice area(s) s/he

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[20] It should be noted that this response set was presented in reverse-order on the instrument.

reported explicitly integrating into the content s/he taught; [21] (#5) the course(s) the respondent had taught; [21] [22] (#6) whether s/he had taught a course with a specific focus on diverse populations; and (#7) if s/he had taught a course focused on one or more of the EPAS 2.1.5 content areas, the area(s) this course addressed. [21]

Professional characteristics **items.** In this section, respondents indicated their: (#8) rank, [22] (#9) the number of years they had taught; [23] and (#10) the group(s) they had taught. [21]

Institutional characteristics **items.** For this section, respondents provided answers to five items which included: (#11) the state in which their social work program was located; [24] (#12) the control of the college or university in which their social work program was located (i.e., public versus private sectarian or private nonsectarian); (#13) whether research or teaching was most valued by their institution; (#14) the types of degrees their social work program offered; [21] and (#15) the number of faculty members in their program.

Student characteristics **items.** The three items related to the unique characteristics of the students enrolled in the respondent's social work program included one item (#16) consisting of two parts that directed the respondent to indicate (a) the approximate percentage of students who were nonwhite as well as (b) the percentage of students who grew up in low income families; [23] [25] and an item (#17) that directed respondents to indicate the extent to which students' views

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[21] Respondents could indicate more than one response for this item.

[22] Respondents could manually input their response to this item if their response was not explicitly listed in the range of possible responses for this item.

[23] Respondents could only provide a manually inputted response to this item.

[24] Choices were provided in a drop-down menu that listed the abbreviated names of the 50 states plus the District of Columbia.

[25] Respondents were directed to manually input an "X" if they were unsure of either percentage. The following specific instruction was provided on the instrument: "*Please mark an 'X' in a box if you are unsure.*"

expressed during class discussions were reflective of the continuum of political perspectives from *Extremely conservative* to *Extremely liberal*. In response, educators indicated the extent of these views on a 4-point scale from 0 = *Not at all* to 4 = *To a great extent*. [20]

Personal characteristics **items.** Six items gathered information regarding respondents' personal attributes including their: (#18) age [23]; (#19) ethnicity [21][22]; (20) gender; (#21) their family's income level while growing up; (#22) academic degrees earned [21][22]; and (#23) their political orientation. [22]

Additional information **item.** A final open-ended item (#24) sought additional information from the respondent regarding what he or she felt was relevant to understanding the integration of social justice content into teaching. Two prompts were provided: (1)*"As previously indicated, social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice;"* and "*Please provide any additional information you feel is relevant to understanding the integration of this content into your teaching.*" If the respondent chose to provide a response, s/he manually inputted his or her response below these prompts.

Protection of Human Subjects Approval Process

Prior to the pilot study and data collection period (as described below), the survey instrument and procedure were reviewed and approved by UCLA's institutional review board, the Office of the Human Research Protection Program (OHRPP). A waiver of signed consent was granted for the entire study for two reasons: (a) the nature of the study did not allow the possibility of obtaining consent; and (b) the research was deemed to involve minimal risk for potential respondents. (It was argued that the survey items were within the normal range of

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questions a professional colleague or student might ask the subject during the course of their professional responsibilities as a social work educator.) Therefore, a research information sheet was posted online with the survey instrument. (See Appendix A.) The potential participant only arrived at this page after clicking on the hyperlink embedded in the invitation email they received from their program administrator. The *Explanation of study and rights as human subjects* was provided on the first and second pages of the survey instrument and included the title of the study, details identifying the Principal Investigator and faculty sponsor, eligibility criteria, the purpose of the study, what study participation would involve as well as associated risks or discomforts, the benefits of participating in the study, how confidentiality would be maintained, the educator's rights as a research subject, and contact information for the researcher, faculty sponsor, and UCLA's OHRPP. Finally, respondents were notified that by clicking through to the next page of the study, they were indicating that they understood the purpose of the study and accepted the terms of the study.

Procedure

In October and November 2011, a series of invitations was sent to the Deans and Directors (or other similar lead administrator) of the 515 universities and colleges in the US (excluding Puerto Rico and Guam) that housed CSWE-accredited BSW and/or MSW programs at the time. [26] Each invitation included a request that the administrator forward the email to their full-time teaching faculty. Included in each email were: (a) an invitation to faculty members to participate in the study; and (b) information about the study including: (i) eligibility criteria; (ii)

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[26] At four institutions, programs did not list a director but listed either co-chairs or chairs for their BSW or MSW program. Therefore, emails were sent to two faculty members each at these institutions.

information regarding incentives; [27] (iii) a web link to the survey; (iv) indication that completion of the instrument would take no more than 15 minutes; and (v) contact information for the researcher.

With some exceptions as described below, a second and third invitation was sent to administrators approximately two weeks and four weeks following the initial email as a means to increase the response rate. (See Appendix B for copies of each of the three emails used.) It is important to note that the researcher did not know whether any specific administrator forwarded the first (or second) email or whether specific faculty members at an institution completed a survey unless the administrator or educator contacted the researcher to confirm delivery. (While several administrators and respondents did this, this was not requested.) Even if an administrator had forwarded the first (or second) email to his or her faculty members, there was a possibility that the recipient faculty member failed to respond to the request to participate in the study for reasons other than refusal (e.g., he or she may not have been working at the time the email was delivered). (These reasons were not known to the researcher.) Further, the administrator was unlikely to know which of his or her faculty members had responded to the requests. Therefore, the second and third emails served three purposes: (a) to thank the administrator should they have forwarded the initial email; (b) to invite all administrators to forward this second or third request to their faculty members (regardless of whether they forwarded the first or second email); (c) to thank faculty members who had previously completed a survey; and (d) to provide those

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[27] Respondents had the opportunity to enter a drawing for 10 gift certificates worth $25 each redeemable at online retailer http://www.amazon.com. They were invited to submit their email to a separate account solely dedicated to this opportunity drawing only upon completion of the survey. An independent database was compiled at that site such that respondents' identity remained detached from their survey responses. Two-hundred and ninety-nine respondents provided their email address to enter the drawing. The drawing and delivery of gift certificates occurred following the close of the data collection period.

faculty members who received the initial or second request (but did not respond to either), the opportunity to respond to the second or third request. The third email also notified the administrator as well as the potential respondent that they would not receive any additional invitations to participate in the study.

In response to these invitations, five administrators contacted the researcher to state that s/he declined to forward the invitation to her/his faculty members for reasons including the (perceived) burden on faculty members' time that would be required to complete a survey or not having any faculty members who met eligibility criteria. (These administrators' institutions were removed from the database, and the administrator was not contacted again.) Four administrators requested that the researcher seek approval from the administrators' institution; however, given the workload required to apply to multiple, additional institutional review boards (with no guarantee of approval), these institutions were also deleted from the list of eligible institutions, and the administrator was not contacted again. Finally, two contacts informed the researcher that the policy of his/her program was to request that researchers contact faculty members directly. Consequently, the researcher emailed the study invitation directly to the faculty members at these two institutions. As a result of all of these efforts, 193 educators responded to the first invitation; 218 responded to the second; and 115 responded to the third invitation. In total, 526 educators responded to the invitations to participate in the study. On average, those who completed a survey did so in 12:14 minutes. [28]

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[28] http://www.surveymonkey.com recorded the time a respondent started the survey and the time that the individual exited the survey.

Data Collection

The online survey instrument was the sole mechanism for collecting data for this study. All data were collected and originally stored at http://www.surveymonkey.com in a secure, web-based, password-protected data file, of which, only the Principal Investigator had access. It is important to note that while data from respondents who failed to complete a survey were included in this dataset, the IP addresses of the computers respondents used to complete the survey was not stored. It should also be noted that if, in response to the final open-ended item, a respondent chose to reveal his or her identity or the identity of his or her social work program or institution, this information was not included in the data analysis or report of findings.

Approximately 30 days after the first email was sent, the survey was closed so that the survey instrument was no longer accessible via the web link included in the invitations. At this time, the dataset was downloaded as a Microsoft Excel file. Then the quantitative data was transferred from Excel into IBM's Statistics package SPSS 19.0 for data analysis while respondents' written comments were transferred first into Microsoft Word and then into Excel for organization and further analysis.

Data Analysis

Descriptive statistics regarding the sample including the number of respondents, and the demographic composition of the sample in terms of respondents' personal and professional characteristics was analyzed and is presented in the next chapter. Further, the characteristics of the institutions in which respondents were affiliated is also presented. As relevant to the data, measures of central tendency (i.e., mean and median), distribution (i.e., frequencies), and dispersion (i.e., range and standard deviation) are reported. Similarly, respondents' assessments of the teaching task and its context and the extent of respondents' efficacy beliefs about their

ability to effectively integrate social justice content into their teaching are reported. Further, graphic representations, as relevant, are also presented.

As described below, prior to the inferential and regression analyses, data reduction analyses were conducted on two variables. Following this analysis, bivariate analyses were conducted including correlations to assess the degree of association between the independent and dependent variables as well as between independent variables. Independent samples t-tests and one-way analyses of variance (ANOVA) were also used to test the differences in the mean efficacy beliefs of respondents across the different levels of the independent variables (e.g., respondents' personal characteristics such as gender and ethnicity; their professional characteristics such as rank/position, courses taught, experience teaching social justice content; and the institutional characteristics of respondents' programs, such as the size of the faculty or whether the respondent's institution valued research versus teaching).

Hierarchical regression analyses were utilized to examine the relationships specified and determine how much of the variation in the criterion variables (efficacy scores) was explained by the various combinations of the predictor variables. Assumption checks (i.e., linearity, normality, homoscedasticity, and multicollinearity) were run to determine the appropriateness of the regression analyses, and relevant graphic representations such as scatter plots were utilized to demonstrate whether these assumptions were met.

Finally, a content analysis was applied to respondents' written comments. Through several iterations, this data was coded, clustered, re-coded, and re-clustered into increasingly refined categories until the range of respondents' core ideas was captured.

Data Reduction Analyses

As noted, prior to the inferential statistical analyses, data reduction analyses were conducted on two variables: (a) the dependent (criterion) variable, *Efficacy to integrate social justice content into teaching*); and (b) the independent (predictor) variable, *Analysis of the teaching task and context*. As a result of these reductions, two dependent (criterion) variables were produced to replace the single dependent (criterion) variable identified above. Similarly, two new independent (predictor) variables were produced from the one identified above through a separate data reduction process. Details of each data production process are described below.

Efficacy to integrate social justice content into teaching **items.** Twenty-four items assessed respondents' beliefs about their ability to integrate social justice content into their teaching. Conceptually, these items were designed to assess a social work educator's beliefs in three areas: (a) efficacy to engage students; (b) efficacy to implement instructional strategies; and (c) efficacy to manage the classroom when integrating social justice content into his or her teaching.

Principal axis factoring (PAF) with orthogonal rotation (varimax) was applied to the 24 items in order to determine the least number of factors accounting for the common variance among the items. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = 0.97, which was above the recommended value of 0.6. Bartlett's test of sphericity χ^2 (276) = 7,582.63, $p < .000$, indicated that correlations between items were sufficiently large for PAF. Two factors had eigenvalues over Kaiser's criterion of 1.0 and in combination explained 54.1% of the variance. The scree plot (see Appendix C) showed inflexions that would justify retaining two factors; and given the large sample size, and the

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convergence of the scree plot and Kaiser's criterion on the two factors, both factors were retained.

The 14 items that loaded on the first factor included six of the eight items that were originally conceptualized as assessing efficacy beliefs about student engagement, seven of the eight items related to classroom management, and one of eight items related to instructional strategies. Taken together, there appeared to be an interrelationship between respondents' beliefs about their ability to establish a classroom environment conducive to student engagement and their beliefs about their ability to engage students in learning about social justice issues. Reconceptualized, these items were determined to reflect respondents' efficacy beliefs about their capacity for *Facilitating student engagement* should they integrate social justice content into their teaching. The 10 items that clustered on the second factor included seven of the eight items that were originally conceptualized as assessing efficacy beliefs about instructional strategies, two items originally thought to assess student engagement, and one item related to classroom management. In aggregate, these items were determined to reflect respondents' efficacy beliefs about their capacity for *Encouraging student learning* should they integrate social justice content into their teaching. Table 2 shows the final factor solution of these 24 items.

Two composite scores were generated based upon the mean of the items that had primary loadings on each factor. Higher scores on the *Facilitating student engagement* scale indicated the respondent's belief that they had the ability to effectively engage students when integrating social justice content into their teaching. Whereas lower scores for this factor indicated that the respondent felt that they were less able to facilitate this engagement. Higher scores on the *Encouraging student learning* scale indicated that respondents believed that they had the ability

to encourage student learning about the social justice content should they have integrated social content into their teaching, and lower scores indicated a view that they were less able to encourage this learning.

Using Cronbach's Alpha, the internal consistency of both scales was determined to be high with an alpha for the *Facilitating student engagement* component scale (14 items) at 0.94 and 0.91 for the *Encouraging student learning* scale (10 items). The reliability of either scale was not increased by the elimination of any items from each scale.

***Assessment of the educational context* items.** As noted, ten items assessed respondents' perceptions regarding the educational context and its relationship to educators' efforts to integrate social justice content into their teaching. Conceptually, these items were designed to assess respondents' perspectives regarding factors from the micro- to the chronosystems relevant to the educational environment as they might affect their decisions to integrate social justice content into teaching.

A principal components analysis (PCA) with orthogonal rotation (varimax) was initially applied to these 10 items. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = 0.75, which was above the recommended value of 0.6. Bartlett's test of sphericity χ^2 (45) = 848.80, p < .000, indicated that correlations between items were sufficiently large for PCA. Three components had eigenvalues over Kaiser's criterion of 1.0 and in combination explained 55.5% of the variance. (It should be noted that both oblimin and varimax produced the same component structure.) The scree plot (see Appendix D) showed inflexions

Table 2

Factor loadings and communalities based on a principle axis factor analysis with varimax rotation for 24 teaching efficacy items (N = 470)

	Facilitating student engagement	Facilitating student learning	Communality
2.11. Improve the understanding of students who are struggling with their discomfort in regard to this content	0.78	0.38	0.74
2.9. Respond to students who limit their participation when exposed to this content	0.75	0.33	0.67
2.5. Help students reduce their discomfort with this content so that they remain focused on their learning	0.72	0.39	0.67
2.8. Encourage students to engage in productive communication with each other regarding this content	0.69	0.30	0.57
1.10. Get through to students who are the most uncomfortable with this content	0.68	0.39	0.62
1.12. Motivate students who show low interest in this content	0.66	0.33	0.55
2.10. Foster students' problem solving skills needed to address areas related to this content	0.63	0.46	0.61
2.7. Make adjustments in my course material to accommodate the different levels of understanding students have about this content	0.58	0.44	0.53
2.4. Help students value learning about this content	0.57	0.41	0.49
2.12. Get students to believe in their ability to address areas related to this content in their professional practice	0.57	0.38	0.47
1.6. Deal productively with a few students who have a negative response to this content	0.55	0.45	0.51
1.4. Manage students' discomfort with this content so that they are not disruptive to others	0.53	0.48	0.51
2.2. Establish classroom norms to encourage productive student participation when presenting this content	0.51	0.48	0.50
2.6. Direct students to follow established classroom norms when presenting this content	0.48	0.46	0.44

Table 2 continued

	Facilitating student engagement	Facilitating student learning	Communality
1.5. Craft good examples so that students are able to understand this content	0.32	0.69	0.58
1.3. Implement a variety of strategies for integrating this content into my teaching	0.33	0.67	0.56
1.2. Respond to difficult questions from students regarding this content.	0.29	0.66	0.52
2.3. Provide an alternative explanation or example when students are confused about this content	0.41	0.64	0.58
1.7. Gauge students' comprehension of this content	0.44	0.62	0.57
1.1. Help students think critically about this content	0.30	0.60	0.44
1.9. Make my expectations clear about student participation in learning activities related to this content	0.39	0.59	0.50
2.1. Provide more advanced challenges to students who demonstrate competence in their understanding of this content	0.33	0.56	0.43
1.8. Link students to the resources they need to better understand this content	0.41	0.56	0.48
1.11. Use a variety of assessment strategies to evaluate students' understanding of this content	0.45	0.50	0.45

that would justify retaining three components; and given the large sample size, and the convergence of the scree plot and Kaiser's criterion on three components, all three components were considered for retention. However, the third component was difficult to interpret and the reliability of the component scale was unacceptably low ($\alpha = 0.22$). For this reason, the third component which consisted of the items "*CSWE's shift to competency-based education improves the quality of the education students receive*" and "*Advancing social justice is possible in today's political and economic environment in the US*" was eliminated.

The remaining eight items were subjected to a second principle components analysis using both varimax and oblimin rotations with each producing the same component structure: two components each consisting of four items that cumulatively explained 54.3% of the variance. The four items that clustered on the first component were determined to reflect respondents' *Individual resolve* to integrate social justice content in the face of factors in the educational context potentially unfavorable to this integration. The four items that loaded on the second component reflected respondents' assessment of the *Programmatic support* present for integrating this content. Table 3 shows the final factor solution of these eight items.

Two composite scores were generated based upon the mean of the items that had primary loadings on each component. Higher scores on the *Individual resolve* component indicated that the respondent's decision to integrate social justice content into her or his teaching was largely uninfluenced by factors that might otherwise discourage this integration. Whereas lower scores for this component indicated that the respondent felt that factors in the educational context discouraged this decision. [29] Higher scores on the *Programmatic support* component indicated

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[29] The items that comprised this component were reverse-coded.

Table 3

Factor loadings and communalities based on a principle components analysis with varimax rotation for 8 educational context items (N = 474)

	Individual resolve	Programmatic support	Communality
3.6. The possibility of receiving negative evaluations from students and the impact this may have on retention, tenure, and promotion decisions deter me from integrating this content into teaching	.77	.14	.60
3.7. Criticisms that social work education's focus on social justice indoctrinates students to a liberal bias discourages me from integrating this content into teaching	.77	.03	.62
3.10. I am discouraged from integrating this content into teaching given criticisms that the social work profession's commitment to promoting social justice has declined	.75	.09	.57
3.3. I am less likely to integrate this content into my teaching if I know that my colleagues are not doing so	.67	.10	.46
3.4. Educators in my social work program are encouraged to integrate this content into their teaching regardless of the class being taught	- .07	.82	.69
3.1. My social work program provides opportunities for colleagues to discuss strategies for integrating this content into teaching	.12	.81	.66
3.2. Students in my social work program are receptive to learning about this content	.08	.63	.40
3.9. CSWE's educational policy regarding integrating this content is clear to me	.25	.53	.34

the extent to which respondents believed that factors conducive to integrating social justice content were present in the educational environment. (Lower scores indicated a view that the educational environment was not as conducive). Using Cronbach's Alpha, the internal consistency of both scales was determined to be acceptable with an alpha for the *Individual resolve* component scale (4 items) at 0.74 and 0.68 for the *Programmatic support* scale (4 items). The elimination of items from each scale provided no meaningful increase in the alphas for either.

Summary

This chapter provided an overview of the research methodology used for this study a description of the study's research design, the operational definitions of variables, an overview of the sample and the process of selecting subjects, a description of the instrument and the associated pilot study used to refine the instrument, a brief summary of how human subjects were protected, a description of the data collection methods, and an overview of the data analyses including two data reduction analyses applied to the teaching efficacy and to the educational context scales. In Chapter 4, the results of the study are described.

CHAPTER 4

RESULTS

This study utilized an exploratory, cross-sectional research design to assess social work educators' teaching efficacy beliefs about their ability to integrate social justice content into their teaching as well as the impact of the educational context on these beliefs. Further, the design allowed for the comparison of these efficacy beliefs across subpopulations of social work educators. This chapter details these findings.

The chapter begins with a description of the sample including a demographic profile of the respondents as well as a description of their teaching experiences. This is followed by an analysis of respondents' perceptions regarding the educational context as well as their efficacy beliefs about their ability to integrate social justice content into their teaching. The next section provides an analysis of the relationship between respondents' efficacy beliefs, their demographic profile, and their views regarding the educational context. Additionally, an analysis of respondents' written comments is presented. Finally, a discussion of the limitations of the study is provided.

With regard to the quantitative analysis, it is important to note that all survey responses collected by the internet-based host of the survey instrument (www.surveymonkey.com) were included in the dataset and have been used in the data analysis. However, not all respondents provided responses for all quantitative items. These responses were recorded as *missing* in the data analysis and are indicated as *Unknown* in the report of the analysis that follows.

Description of the Sample

The following sections describe the demographic characteristics of the respondents, their teaching experiences, and the institutions in which they taught. Where available, comparison

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data from CSWE's (2011) annual survey of social work programs are presented. [30] However, only 58.7% of all social work programs furnished information regarding their full-time educators; therefore, any conclusions drawn should be viewed as tentative.

Respondents' Personal Characteristics

Respondents provided demographic information regarding their: (a) age; (b) gender; (c) ethnicity; (d) the socioeconomic status of their family when growing up; (e) their educational background; and (f) political orientation.

Age. The mean age of respondents was 51.4 years with a range from 24 to 75 years old. Sample data were collapsed into discreet age cohorts consistent with CSWE's (2011) presentation of data in its annual survey of programs. As seen in Table 4, the percentage of respondents for each age cohort appears to be similar to the reported age cohorts from CSWE (2011).

Gender. Approximately 69.2% (n = 364) indicated that they were *Female*, 24.1% (n = 127) indicated that they were *Male*, and one respondent (0.2%) indicated that s/he was *Transgender*. Table 4 compares these figures to the data CSWE (2011) provides, and shows what may be an underrepresentation of males and a concomitant overrepresentation of females in the study sample.

Ethnicity. As seen in Table 4, the largest ethnic group in the sample was *White* (70.9%) followed by *Black/African American* (9.3%), *Asian/Pacific Islander* (3.8%), *Latino(a)/Hispanic* (3.6%), *Bi-/Multi-racial* (2.9%), and *American Indian/Native American* (1.3%). This is the same order seen in the CSWE data; however, respondents of color may be underrepresented.

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[30] CSWE's most recent annual survey from which data were available was conducted between November 2010 and March 2011 (CSWE, 2011).

Table 4

Personal Characteristics: Age, Gender, and Ethnicity

		Survey Data		CSWE Data
	n	%	Valid %	Valid %
Age				
Under 35 years	27	5.1	5.7	3.9
35-44 years	109	20.7	23.1	21.1
45-54 years	135	25.7	28.7	26.7
55-64 years	152	28.9	32.3	36.9
65 years or older	48	9.1	10.2	11.4
Unknown [a]	55	10.5	--	--
Gender				
Female	364	69.2	74.0	68.6
Male	127	24.1	25.8	31.4
Transgender	1	0.2	0.2	Not provided
Unknown [b]	34	6.5	--	--
Ethnicity				
American Indian/Native American	7	1.3	1.4	1.2
Asian/Pacific Islander	20	3.8	4.1	6.0
Black/African American	49	9.3	10.1	14.0
Latino(a)/Hispanic	19	3.6	3.9	5.8
White	373	70.9	77.2	69.5
Bi-/Multi-racial	15	2.9	3.1	0.9
Unknown [c]	43	8.2	--	--

Note. [a] The *Unknown* category for the Survey Data for age represents missing data; [b] No faculty members were listed as *Transgender* in CSWE (2011) data; [c] The *Unknown* category for the Survey Data for ethnicity represents those responses that could not be categorized or were missing. CSWE data for the *Asian/Pacific Islander* group reflects the combination of data from the *Asian American/Other Asian* group and a *Pacific Islander* group that were listed separately in CSWE's (2011) data. In addition, the CSWE data for the *Latino(a)/Hispanic* group represents a combination of data from the *Chicano/Mexican American, Puerto Rican,* and *Other Latino/Hispanic* groups that were listed separately in CSWE's (2011) data.

Socioeconomic status. As seen in Table 5, the majority of the respondents (54.8%; n = 288) indicated that they came from a family whose status was *Middle Income or Higher*, while 38.2% (n = 201) indicated they grew up in a *Low Income/Working Class* family.

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Table 5

Personal Characteristics: Socioeconomic Status, Highest Degree Earned, and Political Orientation

	Survey Data			CSWE Data
	n	%	Valid %	Valid %
Socioeconomic status growing up				
Low income/working class	201	38.2	41.1	--
Middle income or higher	288	54.8	58.9	--
Unknown	37	7.0	--	--
Highest degree earned				
Doctorate in Social Work/ Welfare	276	52.5	55.6	55.4
Masters in Social Work/Welfare	127	24.1	25.6	25.2
Other Doctorate	87	16.5	17.5	16.3
Other Masters	3	0.6	0.6	0.5
ABD or in Doctoral Program	3	0.6	0.6	Not collected
Other	0	0.0	0.0	1.1
Unknown	30	5.7	--	--
Political orientation [b]				
Extremely Conservative	0	0.0	0.0	--
Conservative	13	2.5	2.7	--
Moderate	74	14.1	15.3	--
Liberal	240	45.6	49.6	--
Extremely Liberal	157	29.8	32.4	--
Unknown	42	8.0	--	--

Note. [a] For purposes of this table, CSWE's (2011) *Other* category was combined with its *Law* and *Medicine* categories. Data regarding degrees in these disciplines was not collected for this study; [b] Respondents were provided with an option to specify their political orientation if the categories listed on the survey instrument did not adequately describe their views. Those responses that could be readily coded to one of the categories listed in the table were. For example, one respondent typed in "Socialist" which was then coded as "Extremely Liberal." Political orientations that could not clearly be determined have been counted as missing or *Unknown* here. For instance, the response from one educator ("It depends on the issue") was coded as missing.

Educational background. The great majority (69.0%) of respondents had earned a

doctorate, either in social work/welfare (52.5%; n = 276) or in another discipline (16.5%; n =

87). The highest degree earned for 24.1% (n = 127) of the sample was a *Masters in Social*

Work/Welfare. As Table 5 indicates, the distribution in the sample appears very similar to the

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highest degree earned data as reported to CSWE (2011). Additional findings indicate that 22.1% (n = 116) of educators in the sample had earned a *BSW*, 76.2% (n = 401) had earned an *MSW*, and 52.5% (n = 276) had earned a *DSW/PhD in Social Work/Welfare*.

       Political orientation. With regard to political orientation (see Table 5), the largest number of respondents reported that they were *Liberal* (45.6%; n = 240), with an additional 29.8% (n = 157) indicating that they were *Extremely Liberal* (15.3%; n = 74). Few reported being *Moderate* (14.1%; n = 74) or *Conservative* (2.7%; n = 13), and none indicated that they were *Extremely Conservative*.

Respondents' Professional Characteristics

       Respondents indicated (a) the number of years they taught; (b) their rank/position; (c) groups taught; (d) courses taught; and (e) information regarding their mastery experiences integrating social justice content into teaching.

       Years teaching. The number of years the respondents had taught ranged from one to 39 years with a mean of 12.9 years and a median of 11 years.

       Rank/position. As Table 6 shows, the largest group of respondents were *Assistant Professors* (35.2%; n = 185), followed by *Associate Professors* (24.7%; n = 130), full *Professors* (20.0%; n = 105), and *Instructors/Lecturers* (14.3%; n = 75). The sample appears to be similar to the CSWE data with regard to *Professors* and *Associate Professors*; however, *Assistant Professors* and *Instructors/Lecturers* appear somewhat overrepresented in the sample.

       Groups taught. The largest group of respondents reported teaching both bachelor's level and master's level students (*BSW and MSW*) (42.0%; n = 221) with smaller percentages indicating that they taught bachelor's level social work students only (18.8%; n = 99) or MSW

students only (15.0%; n = 79). Only 8.9% (n = 47) reported teaching at all three social

work/welfare program levels (*BSW and MSW and PhD*). (See Appendix E for further details.)

Table 6

Professional Characteristics: Rank/Position

	Survey Data			CSWE Data
	n	%	Valid %	Valid %
Rank/position				
Professor	105	20.0	21.1	22.8
Associate Professor	130	24.7	26.1	30.0
Assistant Professor	185	35.2	37.1	29.3
Instructor/Lecturer	75	14.3	15.1	10.9
Other	3	0.6	0.6	7.0
Unknown	28	5.3	--	--

Note. CSWE Data included *Clinical Appointment*, *Adjunct*, or *Emeritus* categories. These categories have been collapsed into an *Other* category. For the Survey Data, this category reflects respondents who indicated that they were, for instance, "Clinical faculty."

Courses taught. Respondents indicated which social work courses they had taught and

were provided with the opportunity to specify multiple courses. The largest group taught *Micro-*

Practice courses (58.0%; n = 305) followed by *Human Behavior in the Social Environment*

(HBSE) (48.7%, n = 256), *Macro-practice* (47.0%, n = 247), and Policy (44.9%, n = 236) with

the smallest group indicated teaching *Research* courses (41.7%; n = 208) and/or a variety of

Other courses including those focused on law and ethics, queer studies, diversity, nonprofit

leadership, and conflict management (33.7%; n = 168). (See Appendix E.)

Mastery experiences. As indicated in Table 7, the overwhelming majority of

respondents reported integrating content related to *The forms and mechanism of oppression and*

discrimination (n = 453; 86.1%) and/or content related to *Advancing social and economic justice*

into their teaching (n = 451; 85.7%) into their teaching while the fewest indicated that they

integrated *Human rights advocacy* content (n = 361; 68.6%).

Table 7

Teaching Focus: Social Justice Areas Integrated into Teaching

	n	%
Social justice areas integrated into teaching		
Forms/mechanisms of oppression/discrimination	453	86.1
Human rights advocacy	361	68.6
Advancing social and economic justice	451	85.7
None of the above	3	0.6
Unknown	26	4.9
Content areas addressed in social justice courses		
Forms/mechanisms of oppression/discrimination	294	55.9
Human rights advocacy	239	45.4
Advancing social and economic justice	311	59.1
Unknown	59	11.2
Taught a course on diverse populations		
Yes	269	51.1
No	231	43.9
Unknown	26	4.9

The majority of respondents (70.2%; n = 369) indicated that they had taught a course specifically focused on one or more of the social justice content areas listed. The content most addressed by respondents who taught this type of courses was related to *Advancing social and economic justice* (59.1%; n = 311) followed by *The forms and mechanisms of oppression and discrimination* (55.9%; n = 294). And, the smallest group reported integrating *Human rights and advocacy* content (45.2%; n = 239). Finally, over half of the respondents (n = 269; 51.1%) reported that they had taught a course with a specific focus on diverse populations.

Characteristics of Respondents' Institutions

Respondents also provided information regarding their institutions including: (a) the location of their program; (b) the control of the institution; (c) the degrees offered; (d) whether

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their institution valued research or teaching; (e) the size of their program; and (f) the ethnic composition, (g) socioeconomic status, and (h) political orientation of students in their program.

Location of program. Of the ten CSWE regions in the US, the greatest number of survey respondents who indicated the state in which their social work program was located taught in programs located in the *Southeast (Region 4: AL, FL, GA, KY, MS, NC, SC, TN)* (20.4%; n = 92) followed closely by respondents from the *Great Lakes* area (Region 5: IL, IN, MI, MN, OH, WI) (19.2%; n = 87). In contrast, the fewest respondents were from programs located in the *North-central* part of the country (Region 8: CO, MT, ND, SD, UT, WY) (2.0%; n = 9). (See Appendix F.)

Control of institution. As reported in Table 8, the great majority (67.7%; n = 356) reported that their social work program was located in a *Public* (i.e., state-funded) institution. When respondents' institutions were aggregated by *Nonsectarian* versus *Sectarian* affiliation, the majority of respondents (77.4%; n = 407) reported that their programs were located in *Nonsectarian* institutions which included both *Public* and *Private* institutions, while a minority of respondents' programs (17.1%; n = 90) were located in *Sectarian* institutions which only included *Private* institutions.

Degrees offered. The largest group of respondents worked in programs that only offered a bachelor's degree in social work (31.6%; n = 166) followed closely by programs that offered both a bachelor's and a master's degree in social work (30.2%; n = 159). Only 16% (n = 84) of respondents' programs offered both bachelor's and master's degrees as well as a doctorate degree in social work/welfare. (See Table 8.)

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Table 8

Institutional Characteristics: Program Control, Degrees Offered, and Institutional Value of Research Versus Teaching

	n	%
Control of Institution		
Public	356	67.7
Private not-for-profit sectarian	90	17.1
Private not-for-profit nonsectarian	51	9.7
Unknown	29	5.5
Social work degrees offered		
BSW Only	166	31.6
MSW Only	28	5.3
BSW and MSW	159	30.2
BSW, MSW and PhD	84	16.0
MSW and PhD Only	58	11.0
Unknown	31	5.9
Valuation of research vs. teaching		
Quality of research	191	36.3
Quality of teaching	298	56.7
Unknown	37	7.0

Value of teaching versus research at respondents' institution. A majority of respondents (56.7%, n = 298) reported that they worked in institutions that the *Quality of Teaching* was more valued than the *Quality of Research*. Almost 8 in 10 respondents (79.1%; n = 277) who reported teaching at institutions that offered only a BSW and/or an MSW program reported that *Quality of teaching* was most valued. In contrast, close to 9 out of 10 respondents (86.7%; n = 117) who taught in programs located in institutions that offered a doctoral degree in social work/welfare the opposite was true – these respondents reported that *Quality of research* was the most valued. (See Table 8.)

Size of respondents' programs. The largest number of respondents worked in programs with *More than ten faculty members* (50.6%; n = 252). And, the remainder worked in programs

with either *Six to ten faculty members* (29.5%; n = 147) or *Fewer than six faculty members* (19.9%; n = 99). (See Appendix F.)

Ethnic composition of students. As indicated in Table 9, there was great variation in the ethnic composition of respondents' programs from the highest percentage (35.9%; n = 189) of respondents reporting that *Less than 25%* of students in their program were *Non-White* to the smallest group (8.7%; n = 46) who reported that that *More than 75%* of students in their program were *Non-White*.

Table 9

Institutional Characteristics: Ethnicity of Students

	n	%
Non-White students		
Less than 25% Non-White students	189	35.9
25-49.9% Non-White students	113	21.5
50-74.9% Non-White students	73	13.9
More than 75% Non-White students	46	8.7
Unknown	105	20.0

Note. Data in the *Unknown* category represent the combination of 45 respondents who indicated that they were unsure of the percentage and 60 who provided no response

Political views of students. As indicated in Table 10, respondents indicated that *Liberal* views were the most common views expressed by students (*M* = 3.32, *SD* = 0.64) with over one in eight (84.4%) reporting that students expressed these views either *Somewhat* or to *A great extent* (*Mdn* = 3.00). In contrast, *Extremely conservative* views were reported the least (*M* = 2.06, *SD* = 0.70) with just over seven in ten respondents (71.3%) reporting that students expressed these views *Very little* to *Not at all* (*Mdn* = 2.00). [31]

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[31] Because the degree of difference between "To a great extent" and "Somewhat" cannot be determined to be equivalent to the degree of difference between "Somewhat" and "Very little," these variables would typically be treated as ordinal. However, for purposes of analysis, because the data associated with each variable were not moderately or highly skewed (i.e., skewness was

Table 10

Student Characteristics: Extent of Different Types of Political Views Expressed by Students

	Not at all	Very little	Somewhat	To a great extent		
	%	%	%	%	*M* (*SD*)	*Mdn*
Extremely conservative	17.7	53.6	18.6	2.3	2.06 (0.70)	2.00
Conservative	2.1	34.4	46.8	9.1	2.68 (0.68)	3.00
Moderate	0.4	5.9	60.1	25.5	3.21 (0.56)	3.00
Liberal	0.2	8.4	45.6	38.8	3.32 (0.64)	3.00
Extremely liberal	7.2	35.7	37.8	11.2	2.58 (0.80)	3.00

Note. Not at all was coded as "1", *Very little* as "2", *Somewhat* as "3", and *To a great extent* as *"4"*; Missing data: Extremely conservative = 41 (7.8%), Conservative = 40 (7.6%), Moderate = 43 (8.2%), Liberal = 37 (7.0%), Extremely liberal = 42 (8.0%)

Respondents' Assessment of the Educational Context

As reported in the previous chapter, a Principal Components Analysis (PCA) was utilized to explore the fundamental components associated with respondents' assessments of the educational context. Two components, *Individual resolve* and *Programmatic support*, were identified. A composite mean score for each component was generated based upon the mean of the items that had primary loadings on each component.

Individual resolve. Higher scores on the *Individual resolve* component indicated that the respondent's decision to integrate social justice content into her or his teaching was largely uninfluenced by factors that might otherwise discourage this integration. Whereas lower scores for this component indicated that the respondent felt that factors in the educational context discouraged this decision. Overall, respondents reported a high level of *Individual resolve* (*M* =

between -0.5 and 0.5 for each; and, therefore, representative of a fairly symmetric distribution), they were also treated as an interval-level variable. Therefore, the mean (*M*) and standard deviation (*SD*) for each political view is presented alongside the median *(Mdn)* for the particular view.

5.45, *SD* = 0.66, *Mdn* = 5.75). In fact, as the histogram in Figure 3 demonstrates, there was a ceiling effect at the top end of the distribution of scores such that these scores were negatively skewed. Data transformations did not produce a normal distribution for this variable.
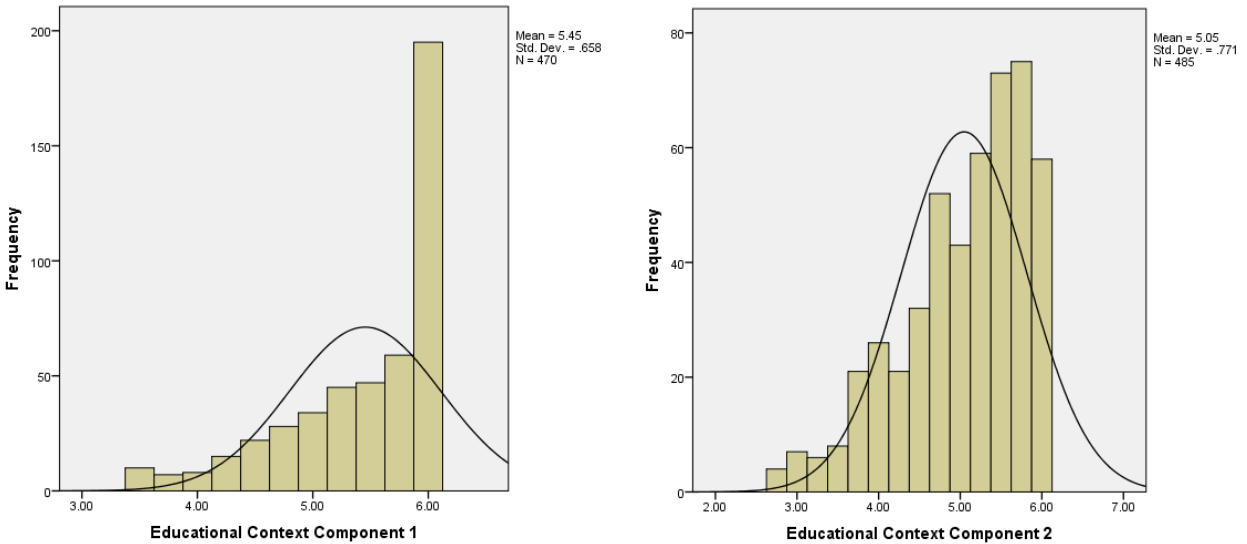
Figure 3. Histograms of educational context components 1 (*Individual resolve*) and 2 (*Programmatic support*)

Programmatic support. Higher scores on the *Programmatic support* component indicated the extent to which respondents believed that factors conducive to integrating social justice content were present in the educational environment. (Lower scores indicated a view that the educational environment was not as conducive). Overall, respondents reported a high level of programmatic support (*M* = 5.07, *SD* = 0.76, *Mdn* = 5.25), but it is important to note that, as with the data related to *Individual resolve*, this data was negatively skewed. (Figure 3 confirmed this finding.) Data transformations did not produce a normal distribution for this variable.

Respondents' Efficacy Beliefs about Integrating Social Justice Content into Their Teaching

Research Question 1 sought to assess to what extent social work educators report efficacy with regard to integrating social justice content into their teaching. As reported earlier, Principal

Axis Factoring (PAF) was utilized to explore the fundamental components associated with the dependent (criterion) variable: respondents' reports regarding their efficacy beliefs about integrating social justice content into their teaching. Two factors, *Facilitating student engagement* and *Encouraging student learning*, were identified. A composite mean score for each factor was generated based upon the mean of the items that had primary loadings on each factor. Higher scores on the *Facilitating student engagement* scale indicated the respondent's belief that they had the ability to effectively engage students in learning about social justice issues whereas lower scores for this factor indicated that the respondent felt that they were less able to facilitate this engagement. Overall, respondents reported moderately high efficacy beliefs in this area ($M = 4.75$, $SD = 0.67$, $Mdn = 4.79$) (particularly when compared to their efficacy beliefs about *Encouraging student learning*). As seen in Figure 4, the histogram for the data appears close-to-normal and is treated as such in the bivariate analyses presented below.
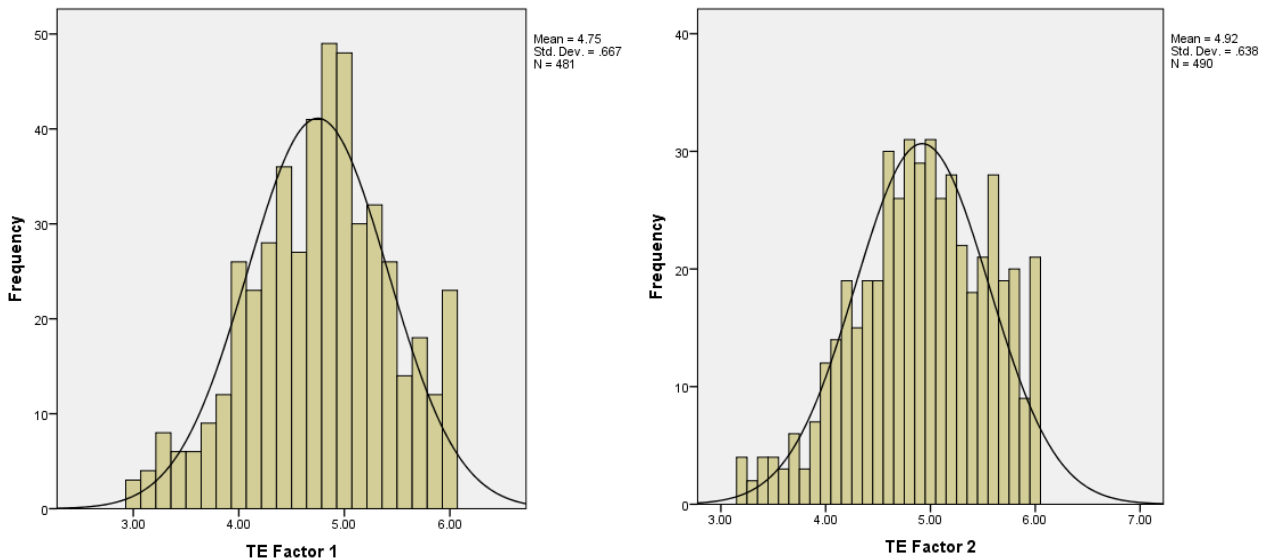
Figure 4. Histograms of teaching efficacy beliefs 1 (*Facilitating student engagement*) and 2 (*Encouraging student learning*)

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With regard to the *Encouraging student learning* scale, higher scores indicated that respondents believed that they had the ability to encourage student learning about the social justice content should they have integrated social content into their teaching, and lower scores indicated a view that they were less able to encourage this learning. On average, respondents reported a higher level of efficacy beliefs regarding this ability than they did their ability to engage students' when integrating this content into their teaching (M = 4.92, SD = 0.64, Mdn = 5.00). In fact, a paired-samples t-test indicated that this difference was significant, t (465) = -9.873, p < .001. And, as with their efficacy scores related to engaging students, the distribution of scores related to encouraging student learning appeared close-to-normal. (See Figure 4.)

<div align="center">

Inferential Statistical Analyses

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The following sections present findings from the inferential statistical analyses utilized to assess the additional research questions.

Relationships Between Teaching Efficacy Beliefs and Personal Characteristics

Research Question 2a sought to explore the relationship between social work educators' efficacy beliefs regarding their ability to integrate social justice content into their teaching and their personal characteristics (i.e., age, gender, ethnicity, socioeconomic status while growing up, educational background, and political orientation).

Age. A Pearson's r was conducted to assess the relationship between respondent's age and their teaching efficacy beliefs. Relative to their beliefs about their ability to facilitate student engagement, there was a positive but small correlation between the two variables, r = .145, n = 450, p < .01. As age increased so did efficacy beliefs in this area. Similarly, there was also a small but positive correlation between age and respondents' efficacy beliefs about their ability to

encourage student learning when integrating social justice content into their teaching ($r = .139$, n = 455, $p < .01$.

Gender. A t-test showed that there no significant differences between men ($M = 4.70$) and women ($M = 4.76$) regarding their efficacy beliefs about their ability to facilitate student engagement when integrating social justice content into their teaching, $t (463) = .786$, $p = .432$. Similarly, there were no significant differences between men ($M = 4.91$) and women ($M = 4.92$) relative to their beliefs about encouraging student learning, $t (472) = .174$, $p = .862$. (See Table 11.)

Ethnicity. One-way analysis of variance (ANOVA) tests were used to explore whether efficacy beliefs about integrating social justice content into teaching differed between ethnic groups. Results indicated that beliefs about facilitating student engagement differed significantly across these groups, $F (4, 445) = 3.63$, $p < .01$. Further, Fisher's Least Significant Difference (LSD) test was used to make post hoc comparisons of these groups. Black/African American and Latino(a)/Hispanic respondents ($M = 5.08$, $SD = 0.47$) reported significantly higher efficacy beliefs ($M = 5.01$, $SD = 0.60$) than their White counterparts ($M = 4.70$, SD = 0.66) at $p < .05$. No other comparisons between ethnic groups yielded statistically significant results at $p < .05$.

With regard to respondents' efficacy beliefs about encouraging student learning, significant differences were also found across ethnic groups, $F (4, 455) = 2.73$, $p < .05$. A Fisher's Least Significant Difference (LSD) test found that for this set of efficacy beliefs, Latino(a)/Hispanic respondents ($M = 5.33$, $SD = 0.46$) had higher scores than both White respondents ($M = 4.89$, $SD = 0.63$) and Bi-/Multiracial respondents ($M = 4.76$, $SD = 0.58$) at $p < .05$.

Table 11

Relationships between teaching efficacy beliefs and respondents' gender, ethnicity, and socioeconomic status

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (*SD*)	*df*	*t* or *F*	*p*	*M* (*SD*)	*df*	*t* or *F*	*p*
Gender								
Male	4.70 (.68)				4.91 (.61)			
Female	4.76 (.65)	463	0.79	.432	4.92 (.64)	472	0.17	.862
Ethnicity – Individual groups [a]								
Asian/Pacific Islander	4.84 (.77)				5.03 (.69)			
Black/African American	5.01 (.60)				5.05 (.58)			
Latino(a)/Hispanic	5.08 (.47)				5.33 (.46)			
White	4.70 (.66)				4.89 (.63)			
Bi-/Multiracial	4.72 (.60)	4	3.63	.006 **	4.76 (.58)	4	2.73	.029 *
Ethnicity – Aggregated Nonwhite groups								
White	4.68 (.66)				4.88 (.63)			
Nonwhite [b]	4.93 (.62)	455	3.43	.001 **	5.05 (.59)	464	2.49	.013 *
Socioeconomic status								
Low income/working class	4.82 (.64)				4.97 (.63)			
Middle income or higher	4.70 (.66)	462	1.94	.053	4.89 (.63)	470	1.40	.160

Note. [a] American Indian/Native American respondents were dropped from this analysis due to the small sample size of this group;
[b] Nonwhite respondents included all Native American/American Indian, Asian/Pacific Islander, Black/African American, Latino(a)/Hispanic, and Bi-/Multiracial respondents; * Significant at p < .05; ** Significant at p < .01

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When the sample was divided into White and Nonwhite respondents, a *t*-test revealed that Nonwhite respondents reported significantly higher efficacy beliefs for facilitating student engagement ($M = 4.93$, $SD = 0.62$) when compared to White respondents ($M = 4.68$, $SD = 0.66$), $t (455) = 3.43$, $p < .01$. The same was true in regard to Nonwhite respondents' efficacy beliefs about encouraging student learning ($M = 5.05$) versus White respondents who reported lower efficacy beliefs in this area ($M = 4.88$), $t (464) = 2.49$, $p < .05$). (See Table 11.)

Socioeconomic status while growing up. Regarding respondents' efficacy beliefs about their ability to facilitate student engagement when integrating social justice content into their teaching, a t-test demonstrated that there were no significant differences between respondents who reported that their families were low income/working class when they were growing up ($M = 4.82$) and those who reported middle class upbringings ($M = 4.70$), $t (462) = 1.94$, $p = .053$. Similarly, there were no significant differences between those from low income/working class families ($M = 4.97$) and those from middle class families ($M = 4.89$) relative to their beliefs about encouraging student learning, $t (470) = 1.40$, $p = .160$. (See Table 11.)

Educational background. Whether respondents' efficacy beliefs about integrating social justice content into their teaching differed across levels of educational attainment was tested. For example, did respondents whose highest degree earned was a PhD in social work differ from their counterparts whose highest degree earned was an MSW or a PhD in another field? Results from an ANOVA test indicated that beliefs about facilitating student engagement did not differ significantly across these groups, $F (2, 462) = 0.74$, $p = .477$. Similarly, respondents' efficacy beliefs about encouraging student learning also did not differ significantly across these groups, $F (2, 470) = 0.54$, $p = .582$. (See Table 12.)

Table 12

Relationships between teaching efficacy beliefs and respondents' highest degree earned and political orientation

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (SD)	*df*	*F*	*p*	*M (SD)*	*df*	*F*	*p*
Highest degree earned [a]								
PhD in social work	4.75 (0.67)				4.96 (0.66)			
MSW	4.80 (0.62)				4.94 (0.56)			
Other PhD	4.73 (0.67)	2	0.74	.477	4.88 (0.62)	2	0.54	.582
Political orientation								
Conservative	4.72 (0.62)				5.04 (0.67)			
Moderate	4.78 (0.69)				4.90 (0.67)			
Liberal	4.75 (0.67)				4.90 (0.62)			
Extremely liberal	4.77 (0.62)	3	0.19	.902	5.01 (0.62)	3	1.75	.157

Note. [a] "ABD or in doctoral program" and "Other Master's" dropped from the analysis due to small sample size

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Political orientation. Did conservative respondents' beliefs about their abilities to integrate social justice content differ from those who reported a liberal political orientation or from those who reported a moderate orientation? This relationship and the relationships between each of the four political orientations respondents identified (conservative, moderate, liberal, or extremely liberal) was tested. [32] Findings using ANOVA indicated that beliefs about facilitating student engagement did not differ significantly across political orientation, $F (3, 454) = 0.19$, $p = .902$. In addition, respondents' efficacy beliefs about encouraging student learning did not differ significantly across these groups, $F (3, 463) = 1.75$, $p = .157$. (See Table 12.)

Relationships Between Teaching Efficacy Beliefs and Professional Characteristics

Research Question 2b sought to explore the relationship between social work educators' efficacy beliefs regarding their ability to integrate social justice content into their teaching and their professional characteristics and experiences (i.e., their rank/position, the number of years they had taught, the groups of students they reported teaching, the courses they primarily taught, as well as their mastery experiences integrating social justice content).

Rank/position. The relationship between the rank or position of these educators and their efficacy beliefs was tested using ANOVA. Results indicated that respondents' beliefs about facilitating student engagement did not differ significantly across these groups, $F (3, 465) = 0.95$, $p = .418$. Similarly, their efficacy beliefs about encouraging student learning when integrating social justice content did not differ significantly across these groups, $F (3, 475) = 0.93$, $p = .426$. (See Table 13.)

Years teaching. A Pearson's r was conducted to assess the relationship between the number of years a respondent had taught and their teaching efficacy beliefs. Relative to their

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[32] No respondents indicated that they held Extremely Conservative views.

Table 13

Relationships between teaching efficacy beliefs and respondents' rank/position and groups taught

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (SD)	*df*	*F*	*p*	*M (SD)*	*df*	*F*	*p*
Rank/Position [a]								
Professor	4.84 (0.67)				5.04 (0.65)			
Associate professor	4.72 (0.65)				4.88 (0.66)			
Assistant professor	4.72 (0.70)				4.93 (0.64)			
Instructor/lecturer	4.78 (0.57)	3	0.95	.418	4.90 (0.53)	3	0.93	.426
Groups taught								
BSW Only	4.71 (0.65)				4.84 (0.62)			
MSW Only	4.71 (0.66)				4.90 (0.63)			
PhD Only	4.80 (0.74)				4.93 (0.71)			
BSW & MSW	4.83 (0.65)				4.98 (0.63)			
BSW, MSW & PhD	4.60 (0.68)				4.97 (0.65)			
MSW & PhD	4.63 (0.75)	5	1.48	.196	4.90 (0.63)	5	0.91	.473

Note. [a] "Other" was dropped due to small sample size.

beliefs about their ability to facilitate student engagement, there was a positive but small correlation between the two variables, $r = .113$, n = 468, $p < .05$. As number of years teaching increased so did efficacy beliefs in this area. Similarly, there was also a small but positive correlation between number of years teaching and respondents' efficacy beliefs about their ability to encourage student learning when integrating social justice content into their teaching, $r = .114$, n = 478, $p < .05$.

Groups taught. An exploration of the relationship between educators' efficacy beliefs and the various groups they reported teaching was undertaken. For instance, were there differences between those who taught BSW students only versus those who reported teaching MSW students only or those who taught MSW only versus PhD students only or differences between those who taught some combination of these students versus other groupings? Results from an ANOVA indicated that respondents' beliefs about facilitating student engagement did not differ significantly across these groups, $F (5, 464) = 1.48$, $p = .196$. Similarly, their efficacy beliefs about encouraging student learning did not differ significantly across these groups, $F (5, 474) = .91$, $p = .473$. (See Table 13.)

Courses taught. The relationship between respondents' efficacy beliefs and the particular courses they taught was investigated. More specifically, comparisons were made between those who reported teaching a particular course and those who did not. (See Table 14.) Results from a series of t-tests indicated that respondents' beliefs about facilitating student engagement were significantly higher for those who taught human behavior in the social environment (HBSE) courses ($M = 4.81$, $t (470) = 2.17$, $p < .05$), micro-practice courses ($M = 4.80$, $t (470) = 2.26$, $p < .05$), and macro-practice courses ($M = 4.82$, $t(470) = 2.41$, $p < .05$) versus those who indicated that they did not teach these courses ($M = 4.67$, $M = 4.66$, and $M =$

Table 14

Relationships between teaching efficacy beliefs and courses taught by respondents

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (SD)	*df*	*t*	*p*	*M (SD)*	*df*	*t*	*p*
Courses taught								
HBSE								
No	4.67 (0.68)				4.85 (0.66)			
Yes	4.81 (0.65)	470	2.17	.030 *	4.99 (0.61)	479	2.42	.016 *
Policy								
No	4.71 (0.67)				4.85 (0.64)			
Yes	4.78 (0.66)	470	1.18	.239	5.00 (0.62)	479	2.58	.010 *
Micro-practice								
No	4.66 (0.67)				4.84 (0.65)			
Yes	4.80 (0.66)	470	2.26	.024 *	4.97 (0.63)	479	2.27	.024 *
Macro-practice								
No	4.67 (0.67)				4.82 (0.62)			
Yes	4.82 (0.66)	470	2.41	.016 *	5.02 (0.64)	479	3.47	.001 **
Research								
No	4.77 (0.63)				4.92 (0.61)			
Yes	4.70 (0.71)	470	1.21	.225	4.91 (0.68)	479	0.09	.925
Other								
No	4.74 (0.67)				4.91 (0.66)			
Yes	4.74 (0.66)	470	0.04	.967	4.93 (0.60)	479	0.29	.770

Note. * Significant at $p < .05$; ** Significant at $p < .01$

4.67 respectively). For each of the other courses indicated, there were no statistically significant differences between the efficacy beliefs of those who taught the course subject and those who did not at $p < .05$.

Respondents' efficacy beliefs about encouraging student learning differed significantly for those who taught human behavior in the social environment (HBSE) ($M = 4.99$, $t(479) = 2.42$, $p < .05$), policy classes ($M = 5.00$, $t(479) = 2.58$, $p < .05$), micro-practice courses ($M = 4.97$, $t(479) = 2.27$, $p < .05$), and macro-practice courses ($M = 5.02$, $t(483) = 2.41$, $p < .01$) versus those who indicated that they did not teach these courses ($M = 4.85$, $M = 4.85$, $M = 4.84$, and $M = 4.82$ respectively). For each of the other courses indicated, there were no statistically significant differences between the efficacy beliefs of those who taught the course subject and those who did not at $p < .05$.

Mastery experiences integrating social justice content. To examine the significance of respondents' mastery experiences integrating social justice content into their teaching and their efficacy beliefs, a series of t-tests was utilized (See Table 15). Respondents were asked to select one or more of the three social justice content areas described under EP 2.1.5 that they explicitly integrated into the content they taught (regardless of subject matter). [33] Respondents who indicated integrating content related to the mechanisms of oppression and discrimination had significantly higher efficacy beliefs about facilitating student engagement ($M = 4.76$) than those who did not integrate this content ($M = 4.44$, $t(472) = 2.98$, $p < .01$), and significantly higher efficacy beliefs about encouraging student learning ($M = 4.93$) than those who did not integrate this content ($M = 4.63$, $t(483) = 2.87$, $p < .01$). Further, respondents who reported integrating

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[33] Respondents were also given the option to indicate "None of the above." Only three of the 499 respondents (n = 3; 0.6%) who responded to this item provided this response.

Table 15

Relationships between teaching efficacy beliefs and mastery experiences

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (SD)	*df*	*t*	*p*	*M (SD)*	*df*	*t*	*p*
Content area integrated into general teaching								
Oppression and discrimination								
No	4.50 (0.70)				4.72 (0.62)			
Yes	4.77 (0.66)	470	2.55	.011 *	4.94 (0.64)	479	2.10	.036 *
Human rights								
No	4.51 (0.63)				4.70 (0.63)			
Yes	4.83 (0.66)	470	4.85	.000 ***	5.01 (0.62)	479	4.87	.000 ***
Social and economic justice								
No	4.54 (0.71)				4.70 (0.72)			
Yes	4.76 (0.66)	470	2.11	.035 *	4.94 (0.62)	479	2.48	.014 *
Taught a diversity course								
No	4.60 (0.70)				4.79 (0.65)			
Yes	4.87 (0.61)	471	4.42	.000 ***	5.03 (0.61)	480	4.08	.000 ***
Taught a social justice course								
No	4.56 (0.67)				4.75 (0.65)			
Yes	4.82 (0.64)	441	3.79	.000 ***	4.99 (0.62)	450	3.51	.000 ***

Note. * Significant at p < .05; ** Significant at p < .01; *** Significant at p < .001

content on human rights advocacy, reported higher efficacy beliefs regarding their ability to both facilitate student engagement ($M = 4.83$) and encourage student learning ($M = 5.00$) versus those who did not indicate that they integrated this content ($M = 4.49$, $M = 4.65$), t (472) = 4.93, $p < $ .01 and t (483) = 5.32, $p < $ .01. Similarly, respondents who reported integrating content on advancing social and economic justice, reported higher efficacy beliefs relative to facilitating student engagement ($M = 4.76$) and encouraging student learning ($M = 4.93$) than those who did not indicate that they integrated this content ($M = 4.49$, $M = 4.61$), t (472) = 2.56, $p < $ .01 and t (483) = 3.24, $p < $ .01.

For those who reported teaching courses specifically focused on diversity, their beliefs about their ability to facilitate student engagement were significantly higher ($M = 4.87$) than those who indicated that they did not teach this subject ($M = 4.58$, t (473) = 4.66, $p < $ .001). In addition, respondents' efficacy belief scores related to encouraging student learning were significantly higher for those who taught diversity courses ($M = 5.03$) than the scores of those who did not teach these courses ($M = 4.76$, t (484) = 4.55, $p < $ .001).

For those who reported teaching courses specifically focused on one or more of the EP 2.1.5 content areas, their beliefs about their ability to facilitate student engagement were significantly higher ($M = 4.82$) than those who indicated that they had not taught any courses focused on any of these content areas ($M = 4.52$, t (443) = 4.23, $p < $ .001). In addition, respondents' efficacy belief scores related to encouraging student learning were significantly higher for this group ($M = 4.99$) than the group who reported not teaching a course focused on one of these areas ($M = 4.71$, t (453) = 4.14, $p < $ .001).

Relationships Between Teaching Efficacy Beliefs and Institutional Characteristics

Research Question 2c sought to explore the relationship between social work educators'

efficacy beliefs regarding their ability to integrate social justice content into their teaching and

the institutional characteristics of their social work programs and universities (i.e., the state in

which the social work program was located, the auspice and control of the institution, the types

of social work degrees offered by the respondent's social work program, the value placed on the

quality of research versus the quality of teaching by the respondent's institution, the number of

faculty members in the respondent's program, and the percentage of nonwhite and low income

students as well as students' political views expressed in class).

Location of program. There were no meaningful differences between respondents who

taught in social work education programs across the 10 CSWE regions in terms of their efficacy

beliefs about their ability to integrate social justice content into their teaching. Results indicated

that respondents' beliefs about facilitating student engagement did not differ significantly across

these groups, $F(9, 421) = 0.69$, $p = .715$, nor did they differ significantly relative to their efficacy

beliefs about encouraging student learning when integrating this content, $F(9, 427) = 0.89$, $p =$

.537. (See Table 16.)

Institutional control. There were no meaningful differences between respondents who

taught in public versus private or sectarian versus nonsectarian institutions in terms of their

efficacy beliefs about their ability to integrate social justice content into their teaching. (See

Table 16.) Results indicated that respondents' beliefs about facilitating student engagement did

not differ significantly for those who taught in public institutions ($M = 4.74$) versus those who

reported teaching in a private institution ($M = 4.77$), $t (470) = 0.47$, $p = .639$, nor for those who

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Table 16

Relationships between teaching efficacy beliefs and location of social work program and institutional control

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (*SD*)	*df*	*t* or *F*	*p*	*M* (*SD*)	*df*	*t* or *F*	*p*
Location of program								
Region 1	4.74 (0.61)				4.95 (0.73)			
Region 2	4.87 (0.66)				5.13 (0.63)			
Region 3	4.78 (0.64)				4.93 (0.68)			
Region 4	4.73 (0.68)				4.94 (0.60)			
Region 5	4.74 (0.66)				4.89 (0.62)			
Region 6	4.88 (0.64)				4.96 (0.60)			
Region 7	4.77 (0.73)				5.00 (0.69)			
Region 8	4.87 (0.81)				5.17 (0.46)			
Region 9	4.63 (0.56)				4.78 (0.57)			
Region 10	4.62 (0.68)	9	0.69	.715	4.93 (0.64)	9	0.89	.537
Institutional control 1								
Public	4.74 (0.69)				4.93 (0.65)			
Private	4.77 (0.59)	470	0.47	.639	4.94 (0.60)	478	0.18	.859
Institutional control 2								
Sectarian	4.70 (0.60)				4.84 (0.64)			
Nonsectarian	4.75 (0.68)	470	0.59	.555	4.94 (0.63)	478	1.34	.180

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reported teaching in a sectarian (or religiously-affiliated) ($M = 4.70$) versus nonsectarian institution ($M = 4.75$), $t (470) = 0.59$, $p = .555$.

Similarly, results indicated that respondents' beliefs about encouraging student learning did not differ significantly between respondents at public ($M = 4.93$) or private institutions ($M = 4.94$), $t (478) = 0.18$, $p = .859$, nor did they between respondents at sectarian ($M = 4.84$) versus nonsectarian institutions ($M = 4.94$), $t (478) = 1.34$, $p = .180$.

Degrees offered. The relationship between the types of degrees offered by the respondents' program (i.e., BSW Only, MSW Only, or some combination of each including those with a PhD program) and their efficacy beliefs was tested using ANOVA. Results indicated that respondents' beliefs about facilitating student engagement did not differ significantly across these groups, $F (4, 464) = 1.60$, $p = .172$, nor did groups differ relative to their efficacy beliefs about encouraging student learning, $F (4, 472) = 1.53$, $p = .193$. (See Table 17.)

Quality of teaching versus quality of research. A comparison of respondents' efficacy belief scores relative to whether their institution valued quality of research or quality of teaching revealed that those who reported that teaching was more valued ($M = 4.80$) had higher efficacy beliefs about facilitating student engagement than those who reported that their institution valued research ($M = 4.65$), $t (464) = 2.45$, $p < .05$. This was not true, however, when comparing respondents' efficacy beliefs about encouraging student learning across these groups at $p < .05$. (See Table 17.)

Number of faculty members. The relationship between the number of faculty members in the respondents' social work program and their efficacy beliefs was tested using ANOVA. Results indicated that respondents' beliefs about facilitating student engagement did not differ

Table 17

Relationships between teaching efficacy beliefs and degrees offered by respondents' program, whether quality of research or teaching is valued by the institution, and number of faculty members in program

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (*SD*)	*df*	*t* or *F*	*p*	*M* (*SD*)	*df*	*t* or *F*	*p*
Degrees offered								
BSW Only	4.76 (0.65)				4.93 (0.61)			
MSW Only	4.79 (0.59)				4.97 (0.63)			
BSW & MSW	4.84 (0.61)				4.98 (0.62)			
BSW, MSW & PhD	4.70 (0.76)				4.98 (0.67)			
MSW & PhD	4.60 (0.69)	4	1.60	.172	4.77 (0.68)	4	1.53	.193
Quality of teaching versus research								
Research	4.65 (0.69)				4.86 (0.63)			
Teaching	4.80 (0.64)	464	2.45	.015 *	4.96 (0.63)	471	1.59	.112
Number of faculty members								
Fewer than 6	4.74 (0.64)				4.90 (0.61)			
6-10	4.84 (0.66)				5.06 (0.63)			
More than 10	4.73 (0.68)	2	1.01	.364	4.90 (0.64)	2	2.71	.068

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significantly across these groups, $F (2, 469) = 1.01$, $p = .364$ nor between these groups in relation to respondents' beliefs about encouraging student learning, $F (2, 477) = 2.71$, $p = .068$. (See Table 17.)

Student composition – Nonwhite students. A Pearson's r was conducted to assess the relationship between the percentage of nonwhite students in the respondent's program and their teaching efficacy beliefs. Relative to their beliefs about their ability to facilitate student engagement, there was a very small but significant correlation between the two variables, $r = .099$, n = 400, $p < .05$. On the other hand, there was also no correlation between the percentage of nonwhite students in a respondent's program and his or her efficacy beliefs about his or her ability to encourage student learning when integrating social justice content into their teaching, $r = .066$, n = 406, $p = .182$.

Student composition – Low income students. A Pearson's r was conducted to assess the relationship between the percentage of low income students in the respondent's program and their teaching efficacy beliefs. Relative to their beliefs about their ability to facilitate student engagement, there was no significant correlation between the two variables, $r = .088$, n = 324, $p = .116$. Similarly, there was also no correlation between the percentage of low income students in a respondent's program and his or her efficacy beliefs about his or her ability to encourage student learning when integrating social justice content into his or her teaching, $r = .055$, n = 329, $p = .316$.

Students' political views. One-way ANOVAs were used to assess whether there were differences between respondents' efficacy beliefs relative to the variety of political views expressed by students in their programs. (See Table 18.) Regardless of the extent or substance of

Table 18

Relationships between teaching efficacy beliefs and the extent and substance of students' political views expressed in class

	Teaching Efficacy Factor 1 Facilitating student engagement				Teaching Efficacy Factor 2 Encouraging student learning			
	M (SD)	*df*	*t* or *F*	*p*	*M (SD)*	*df*	*t* or *F*	*p*
Extremely conservative								
Not at all or very little	4.74 (0.67)				4.90 (0.65)			
Somewhat	4.68 (0.73)				4.90 (0.71)			
To a great extent	5.06 (0.65)	2	1.59	.205	5.03 (0.69)	2	0.24	.787
Conservative								
Not at all or very little	4.76 (0.70)				4.90 (0.68)			
Somewhat	4.73 (0.65)				4.91 (0.64)			
To a great extent	4.68 (0.77)	2	0.32	.725	4.87 (0.69)	2	0.08	.925
Moderate								
Not at all or very little	4.92 (0.71)				5.05 (0.66)			
Somewhat	4.74 (0.68)				4.91 (0.67)			
To a great extent	4.67 (0.67)	2	1.80	.166	4.86 (0.64)	2	1.15	.319
Liberal								
Not at all or very little	4.66 (0.71)				4.87 (0.71)			
Somewhat	4.70 (0.68)				4.91 (0.65)			
To a great extent	4.79 (0.66)	2	1.10	.335	4.90 (0.66)	2	0.10	.901
Extremely liberal								
Not at all or very little	4.69 (0.65)				4.86 (0.65)			
Somewhat	4.79 (0.68)				4.96 (0.66)			
To a great extent	4.74 (0.77)	2	1.07	.345	4.87 (0.72)	2	1.17	.311

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students' political views, no significant differences were found between respondents' efficacy beliefs regarding either their ability to facilitate student engagement or their ability to encourage student learning at p < .05.

Relationships Between Teaching Efficacy Beliefs and Assessments of the Educational Context

Research Question 2d sought to explore the relationship between social work educators' efficacy beliefs regarding their ability to integrate social justice content into their teaching and their assessments of the educational context.

Individual resolve. A Pearson's r was conducted to assess the relationship between respondents' individual resolve to integrate social justice content into their teaching in the face of environmental obstacles and their teaching efficacy beliefs. Relative to their beliefs about their ability to facilitate student engagement, there was a small but significant positive correlation between the two variables ($r = .262$, n = 448, $p < .001$). As individual resolve increased so did efficacy beliefs in this area. Similarly, there was also a significant (but small) positive correlation between individual resolve and respondents' efficacy beliefs about their ability to encourage student learning when integrating social justice content into their teaching ($r = .278$, n = 455, $p < .001$).

Programmatic support. A Pearson's r was conducted to assess the relationship between the extent of programmatic support for integrating social justice content into teaching and respondents' teaching efficacy beliefs. Relative to their beliefs about their ability to facilitate student engagement, there was a significant positive correlation between the two variables ($r = .346$, n = 458, $p < .001$). With increases in the level of programmatic support reported respondents' efficacy beliefs also increased in this area. Similarly, there was also a significant

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positive correlation between programmatic support and respondents' efficacy beliefs about their ability to encourage student learning when integrating social justice content into their teaching (r = .301, n = 467, $p < .001$).

Relationships Between Teaching Efficacy Beliefs, Assessments of the Educational Context, Personal and Professional Characteristics, and Institutional Characteristics

The final research question, *Research Question 2e,* sought to determine the relationship between social work educators' assessments of the educational context, their personal and professional characteristics, and the characteristics of their institution and their efficacy beliefs regarding their ability to integrate social justice content into their teaching. To make this assessment, a user-determined hierarchical regression approach was utilized. With one exception, those variables found to be significant in the bivariate analyses and pertinent to each set of efficacy beliefs were entered into the relevant regression models. [34]

Predictors of teaching efficacy beliefs about facilitating student engagement

Table 19 summarizes the regression analyses related to respondents' efficacy beliefs about facilitating student engagement when integrating social justice content. Respondents' ethnicity was found to be a significant predictor of these efficacy beliefs in Model 1 such that respondents who were nonwhite would be expected to have higher efficacy beliefs about student engagement than their peers who were White ($p < .001$). However, Model 1 accounted for only 3.9% of the variance in these efficacy belief scores ($R^2 = .039$, $F (1, 328) = 14.32$, $p < .001$).

Variables related to respondents' various teaching experiences (i.e., professional characteristics) were entered into the second model which accounted for an additional 8.6% of

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[34] Despite age being more highly correlated with both sets of efficacy beliefs, the number of years educators had taught was chosen for the regression analyses because it was more clearly and directly related to the extent of respondents' potential opportunities for mastery experiences integrating social justice content into their teaching.

Table 19

Multiple regression: Predictors of teaching efficacy beliefs about facilitating student engagement

Independent variables	Model 1: Personal characteristics [a]			Model 2: Personal characteristics, and teaching experiences [b]			Model 3: Personal characteristics, teaching experiences, and institutional factors [c]			Model 4: Personal characteristics, teaching experiences, institutional factors, and assessment of educational context [d]		
	B	SE	sr^2	B	SE	sr^2	B	SE	sr^2	B	SE	sr^2
Personal characteristics												
Nonwhite vs White	.300	.079	.04***	.307	.077	.04***	.296	.079	.04***	.264	.076	.03***
Teaching experiences												
Years taught				.006	.004	.01	.006	.004	.01	.002	.004	.00
Courses taught												
HBSE				.020	.067	.00	.005	.067	.00	.046	.065	.00
Micro-practice				.078	.069	.00	.071	.068	.00	.038	.067	.00
Macro-practice				.115	.070	.01	.102	.066	.01	.104	.067	.01
Content integrated into courses taught												
Oppression and discrimination				.218	.120	.01	.206	.120	.01	.154	.116	.00
Human rights				.212	.079	.02**	.206	.079	.02**	.128	.077	.01
Social and economic justice				.219	.127	.01	.189	.125	.01	.177	.122	.01
Taught a course focused on:												
Diversity				.045	.083	.00	.052	.083	.00	.061	.079	.00
EP 2.1.5 content				.169	.098	.01	.161	.095	.01	.117	.092	.00
Institutional factors												
Institution values teaching							.083	.068	.00	.034	.068	.00
Percentage nonwhite students							.002	.001	.00	.001	.001	.00
Assessment of educational context												
Individual resolve										.132	.051	.02*
Programmatic support										.195	.047	.04***

Note. [a] $R^2 = .039$ and $F(1, 328) = 14.32$, $p < .001$; [b] $R^2 = .125$ and $F(11, 318) = 5.29$, $p < .001$; [c] $R^2 = .128$ and $F(15, 314) = 4.72$, $p < .001$; [d] $R^2 = .202$ and $F(15, 314) = 6.56$, $p < .001$; * Significant at p < .05; ** Significant at p < .01; *** Significant at p < .001

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the variance in respondents' efficacy belief scores ($R^2 = .125$, $F(11, 318) = 5.29$, $p < .001$). Ethnicity continued to be significant ($p < .001$) in Model 2; however, the number of years an educator had taught was not significant ($p = .094$). In addition, the specific types of courses taught (i.e., HBSE, micro-, and macro-practice) were not significant predictors of efficacy beliefs ($p = .769$, $p = .261$, and $p = .099$ respectively). On the other hand, when controlling for all other predictor variables in the model, respondents who reported human rights content into their general teaching had significantly higher efficacy beliefs about their ability to facilitate student engagement when teaching this content than those who did not integrate this content ($p < .01$). In contrast, the efficacy scores of those who reported integrating content on discrimination and oppression and social and economic justice were not significantly different from those who did not integrate these content areas ($p = .071$ and $p = .087$ respectively). Likewise, the efficacy belief scores of those who reported teaching a diversity course as well as those who reported teaching a class specifically focused on at least one of the content areas specified under EP 2.1.5 were not significantly different those who did not teach such courses ($p = .591$ and $p = .085$ respectively).

Model 3 brought in respondents' assessment of whether their institution valued teaching or not in addition to the percentage of nonwhite students in respondents' programs. Results indicated that, when controlling for all other variables, even if a respondent assessed that their institution valued the quality of teaching more than the value of research, this factor contributed no additional predictive power to their efficacy beliefs ($p = .218$). In addition, the percentage of nonwhite students proved to be nonsignificant ($p = .198$). On the other hand, when controlling for each of the other variables entered into the model, whether respondents' integrated content on human rights into the general courses they taught remained significant (though less so) at $p < .05$,

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and ethnicity remained significant at ($p < .001$). Taken together, Model 3 accounted for only 0.3% of additional variance in these efficacy belief scores ($R^2 = .128$, $F (15, 314) = 4.72$, $p < .001$).

The final model introduced two final predictors related to respondents' assessment of the educational context to explain 20.2% of the overall variance in respondents' efficacy beliefs about their ability to facilitate student engagement when integrating social justice content into their teaching ($R^2 = .202$, $F (15, 31) = 6.56$, $p < .001$). In Model 4, individual resolve was shown to be a significant predictor of respondents' efficacy beliefs about their ability to facilitate student engagement ($p < .05$) as was programmatic support ($p < .001$) when all other predictors were controlled for each. Related to the predictors in earlier models, ethnicity continued to be significant (though less so) ($p < .01$); however, integrating human rights content into general courses taught was no longer significant ($p = .099$). The relative strength or unique contribution of each of these predictors was also determined using the semipartial correlation squared for each variable. (Essentially, this figure represents the variance in the dependent variable that can be attributed to the particular predictor when all other predictors are controlled for in the model.) With regard to respondents' efficacy beliefs about their ability to facilitate student engagement, level of programmatic support ($sr^2 = .042$) was the strongest predictor, followed by ethnicity ($sr^2 = .029$), and individual resolve ($sr^2 = .016$).

Predictors of teaching efficacy beliefs about encouraging student learning

Table 20 summarizes the regression analyses related to respondents' efficacy beliefs about their ability to encourage student learning when integrating social justice content into their teaching. Only respondents' ethnicity was entered into Model 1 and found to be a significant predictor of these efficacy beliefs. However, it only accounted for 0.9% of the variance in these

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Table 20

Multiple regression: Predictors of teaching efficacy beliefs about encouraging student learning

Independent variables	Model 1: Personal characteristics [a]			Model 2: Personal characteristics, and teaching experiences [b]			Model 3: Personal characteristics, teaching experiences, and institutional factors [c]		
	B	SE	sr^2	B	SE	sr^2	B	SE	sr^2
Personal characteristics									
Nonwhite vs White	.170	.076	.01*	.171	.074	.01*	.141	.071	.01*
Teaching experiences									
Years taught				.005	.003	.00	.001	.003	.00
Courses taught									
HBSE				.043	.061	.00	.072	.059	.00
Policy				.090	.068	.00	.069	.065	.00
Micro-practice				.091	.064	.00	.063	.061	.00
Macro-practice				.112	.065	.01	.101	.062	.01
Content integrated into courses taught									
Oppression and discrimination				.120	.112	.00	.052	.108	.00
Human rights				.262	.073	.03***	.176	.072	.01*
Social and economic justice				.121	.118	.00	.104	.113	.00
Taught a course focused on:									
Diversity				.061	.076	.00	.083	.073	.00
EP 2.1.5 content				.094	.087	.00	.061	.083	.00
Assessment of educational context									
Individual resolve							.165	.047	.03***
Programmatic support							.169	.041	.04***

Note. [a] R^2 = .010 and $F(1, 396)$ = 4.99, $p < .05$; [b] R^2 = .107 and $F(11, 386)$ = 5.34, $p < .001$; [c] R^2 = .187 and $F(13, 384)$ = 8.03, $p < .001$; * Significant at p < .05; ** Significant at p < .01; *** Significant at p < .001

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beliefs ($R^2 = .010$, $F(1, 396) = 4.99$, $p < .05$). In this model, respondents who were nonwhite would be expected to have higher efficacy belief scores about their ability to encourage student learning than their peers who were White.

As described below, Model 2 accounted for an additional 9.7% of the variance in these efficacy belief scores ($R^2 = .107$, $F(11, 386) = 5.34$, $p < .001$). When various teaching experiences (i.e., professional characteristics) were added as predictors in Model 2, ethnicity continued to be significant ($p < .05$). The number of years an educator had taught was not significant ($p = .150$). In addition, the specific types of courses taught (i.e., HBSE, policy, and micro- and macro-practice) were not significant predictors of efficacy beliefs ($p = .487$, $p = .191$, $p = .153$, and $p = .085$ respectively). However, when controlling for all other predictor variables in the model, respondents who reported integrating content related to human rights into their general teaching had significantly higher efficacy beliefs about their ability to facilitate student engagement when teaching this content than those who did not integrate this content ($p < .001$). In contrast, the efficacy scores of those who reported integrating content on oppression and discrimination as well as those who reported integrating social and economic justice content were not significantly different from those who did not integrate this type of content ($p = .286$ and $p = .305$ respectively). Likewise, the efficacy belief scores of those who reported teaching a diversity course as well as those who reported teaching a class specifically focused on at least one of the content areas specified under EP 2.1.5 were not significantly different those who did not teach such courses ($p = .423$ and $p = .278$ respectively).

In the final model, the two predictors related to respondents' assessment of the educational context were introduced. [35] Results indicated that respondents' individual resolve as well as their assessment of programmatic support were significant predictors of respondents' efficacy beliefs (when controlling for all other variables) ($p < .001$ and $p < .001$ respectively). Ethnicity continued to be a significant predictor of these efficacy scores ($p < .05$), and the integration of human rights content continued to be significant (though less so than in the previous models) ($p < .05$). Level of programmatic support ($sr^2 = .035$) was the strongest predictor followed by individual resolve ($sr^2 = .025$), and whether an educator integrated human rights content into his or her teaching ($sr^2 = .012$). These predictors, when controlling for all others, contributed an additional 8.0% to the variance explained in the previous model to explain 18.7% of the total variance in these efficacy beliefs ($R^2 = .187$, $F (13, 384) = 8.03$, $p < .001$).

It should be noted that a series of assumption checks was used to assess the appropriateness of using regression analyses on these data. Independence was assumed because each value of the outcome variables came from separate respondents. Normality in the distribution of the residuals was assessed using a histogram, normal Q-Q plots, and scatterplots of the residuals against the predicted values for each of the criterion variables. The distributions of both variables appeared to be normal as shown in Figures 4, 5, and 6 (see Appendices G, H, and I respectively). The scatter plots also confirmed that the predictor and criterion variables were linearly related given that the relationship between the residuals and the predicted values appeared to be relatively symmetric around the plot line. In addition, this relatively symmetric distribution of the variance in the residuals further confirmed the assumption of

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[35] No institutional characteristics were found as significant in the bivariate analyses for this criterion variable as reported above. Therefore, none of these characteristics were entered into the regression models for this variable.

homoscedasticity. (i.e., the residuals at each level of the predictors had the same variance.) The Durbin-Watson statistic for each regression model was determined to be acceptable thus confirming that the independence of errors assumption was met (i.e., the test statistic was 2.008 for the model associated with the dependent variable, *Facilitating student engagement*; and 1.952 for the model associated with the dependent variable, *Encouraging student learning*.) Finally, multicollinearity was assessed by examining the tolerance levels of each of the predictor variables in the regression models. In effect, this investigation sought to determine whether the percentage of variance of each predictor was not accounted for by any other predictor. All tolerance levels were well above potentially problematic levels (i.e., above .20)

As noted, the final research question sought to determine the relationship between social work educators' efficacy beliefs regarding their ability to integrate social justice content into their teaching whether related to facilitating student engagement or encouraging student learning and their personal and professional characteristics, the characteristics of their institution, and their assessments of the educational context. Findings indicated that respondents' combined assessment of the educational context was the strongest predictor of both sets of efficacy beliefs with programmatic support acting as the most significant predictor for both and individual resolve more strongly predictive of educators' efficacy beliefs about *Encouraging student learning*. The only personal characteristic that proved significant was educators' ethnicity having the strongest predictive power for educators' efficacy beliefs about *Facilitating student engagement*. Further, institutional characteristics proved to be nonsignificant predictors and the only relevant professional characteristic was an educator's experience integrating human rights content into his or her teaching (but only for his or her efficacy beliefs about *Encouraging student learning*). The implications of these findings will be discussed in the next chapter.

Analysis of Written Comments

Approximately 26.4% (n = 139) of respondents provided comments in response to the final open-ended item regarding any additional information they felt was relevant to understanding the integration of social justice content into their teaching. A content analysis of their comments was conducted. This type of analysis involves an approach to analyzing text in which the explicit and implicit patterns in the data are systematically investigated in order to produce an overarching conceptual framework determined to fully capture the manifest and latent concepts in the data (Krippendorf, 2004).

Consistent with the focus of this study, the preliminary criteria for this exploratory analysis centered on that commentary relevant to respondents' observations about teaching, the influence of personal, professional, and institutional characteristics on teaching, as well as their assessments of the educational context.[36] Initially, respondents' commentary was clustered into three general categories related to their observations about: (a) their individual efforts to address social justice in their teaching; (b) how their social work program addressed these content areas; and (c) their perspectives regarding the educational context as relevant to this integration. Through several iterations, this data was re-coded and re-clustered into new categories until a point of saturation had been reached whereby it was determined that the range of core ideas revealed by the respondents' commentary had been adequately captured and organized. [37]

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[36] Several respondents provided commentary related to the substance of the survey instrument generally or particular questions more specifically. This commentary was not included in this analysis.

[37] This process was conducted in consultation with an experienced qualitative researcher who reviewed the final categorization of the data.

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Through this process, the commentary was reorganized into four overarching categories. The first, *the effect of program mission and integration*, included respondents' assessments of how social justice education had been positioned within their programs as relevant to the effective integration of social justice content into teaching. The second category, *the effect of faculty preparation and engagement,* included respondents' assessments of the capacities of social work educators and their programs to support the effective integration of this content. The third category, *the effect of students' positionality*, included respondents' assessments of students' responsiveness to this content. And, the fourth category, *the challenge of connecting an abstract concept to concrete practices*, included respondents' assessments of the difficulties of and strategies used to help students operationalize social justice for practice. These categories provide the basis for the presentation of findings in these sections including the major themes underlying each, and include selected quotes illustrative of these themes. [38]

The Effect of Program Mission and Integration

The link between program mission and educators' efforts to integrate social justice content into their teaching was identified by six respondents as important. For example, one respondent stated that "Social justice is a key component of our school's mission;" and, as a result, according to this respondent, "Faculty integrate social justice issues in all courses we offer" [#17]. Another made a similar link stating that "Our school has a strong orientation toward social justice, and we are encouraged and supported to integrate this material heavily into our curriculum" [#78]. For these respondents, the expression of a program's commitment to social

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[38] Each respondent who provided a written comment was randomly assigned a single number between 1 and 139. The number in brackets at the end of each quote presented in this section is the unique identifier used for the particular respondent who is quoted.

justice – via its program mission for instance – signaled an expectation to faculty members that they support this commitment by integrating social justice content into their teaching.

Thirty-seven respondents discussed whether social justice content was or ought to be integrated throughout the social work curriculum (n = 30) versus integrated into only particular courses (n = 7). Related to full integration, one respondent stated, "This content should be covered in every social work course taught." [#85] while another stated that "It is an absolute imperative that social justice content be integrated into social work content [and that faculty] clearly demonstrate to students it relevancy to assisting oppressed populations" [#136]. But how and where to infuse this content and by whom were reported as challenges. As one respondent noted, "A significant challenge is the amount of content that must be infused into the curriculum" [#118] implying that educators faced competing demands related to the breadth and depth of the content they were expected to cover in their teaching. Another respondent, possibly acknowledging this point, stated that "infusing other courses with the content can be difficult" and argued, instead, that infusing this content into "separate course-work has been the most beneficial" [#14]. These comments revealed a possible tension between a social work program's expectation of its faculty members to integrate social justice content into their teaching regardless of the course being taught and the practicality of doing so given the range of other content educators feel obligated to focus on in their teaching.

Related to course-specific infusion, the integration of social justice content was most frequently discussed in the context of policy and macro-practice courses. However, separate social justice-specific courses were also identified as valuable by seven respondents – but not necessarily to the exclusion of integrating content across the curriculum. For example, one educator stated that in addition to this content being infused across the curriculum, "We have a

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specific course which solely focuses on human rights and another which solely focuses on issues of diversity (oppression, power, discrimination, etc.)" [#51]. Similarly, another respondent reported that in addition to course-wide infusion his or her program offered courses focused on "Human Diversity at the Undergraduate level and Cultural Competency at the Graduate" in addition to "focused courses such as Human Trafficking, Culture of Poverty, and Human Trafficking Interventions" [#32]. For these respondents, a social justice-focused course complemented and enhanced the infusion of social justice content across the curriculum.

The Effect of Faculty Preparation and Engagement

Whether educators possessed the capacity (i.e., teaching efficacy) to effectively integrate social justice content into their teaching was commented on by 20 of the respondents. For example, one respondent stated that "faculty colleagues who specialize in clinical intervention with individuals, families, and groups have a hard time incorporating [this content]" [#42] and another could "not attest to how well [his/her] colleagues, especially those teaching clinical courses" [#107], could integrate this content. The implication of such commentary was that those who taught macro-oriented or social justice-specific course work were better able to integrate social justice content into their teaching than those who did not teach these topics – particularly those who taught clinical courses.

Beyond expectations about who should be able to or expected to effectively integrate social justice content into their teaching or where in the curriculum this content should be integrated, five respondents identified the value of having opportunities for faculty members to engage in discussion and share resources about teaching this content. One respondent asserted that "faculty development in learning to teach is fairly important" [#41]. In a context where several respondents described educators needing to, in effect, "be equipped to handle [the]

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various challenges that arise from presenting/encouraging the advancement of social justice"
[#106], this kind of faculty development was identified as relevant to helping educators
strategize about integrating this content. One respondent called for "an organizational culture
that expects and sustains peer discussion, feedback, and collaboration around teaching and
learning (including course-specific assignments and activities)" [#110]. This same respondent,
however, lamented that "there [were] very few formal or informal mechanisms that promote
faculty discussion and enhancement of teaching and learning within [his/her] social work
department" [#110]. These sorts of mechanisms may have been especially important for another
respondent who stated that "Much of my faculty report a lack of desire to teach courses with this
content and question their ability to do so" [#133] while another expressed frustration that s/he
"had insufficient training" and did not feel "able to teach this content" [#124]. Taken together
these comments reflected a view that adequate preparation and an environment that cultivated
said preparation were crucial to the successful integration of social justice content into teaching.

The Effect of Students' Positionality

Beyond the culture of the institution or an educator's preparation, 13 respondents linked
the potential challenges educators face when attempting to integrate social justice content to
students' responses to this content. As one respondent noted, "The teaching-learning of this
content is complicated. I know that (regardless of my 'expertise') students bring their own
positionalities to the experience. Therefore, sometimes the material is not going to be well-
received and students are going to be uncomfortable" [#36]. While students' specific
'positionalities' were unspecified by this respondent, five respondents noted that conservative
students' religious views may inhibit their receptiveness to some aspects of social justice content
presented in class. For instance, one respondent made the broad statement that "In my

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experience, it's not one's politics that are the most disruptive in this discussion – it's religion" [#5]. More specifically relevant to social justice issues related to sexual orientation, another respondent reported that "Many students [who were] raised in areas where religion is valued struggle with issues surrounding working with LGBT individuals" [#38]. More optimistically, another respondent noted the possibility of open-mindedness from students who held conservative religious views stating that these students "seem to be able to articulate the realization that we need not impose our values on our clients and often there is an evolution (though minor)" [#113]. For two respondents, conservative students presented a different kind of challenge for the educator. As one noted, "Extremely conservative/religious students voluntarily come talk with me, away from their classmates, with feelings of their views being oppressed, devalued, or even attacked by other more liberal students within the classroom environment" [#22]. Another respondent had discovered that these students may be "afraid to express their conservative views in class for fear of being marginalized" [#15]. Likely sensitive to these kinds of issues, one respondent observed:

> It is important to get an understanding of student beliefs and values regarding oppression and justice early on in the course. This way, I can better meet the students where they are and approach economic and social justice content in a way that they can best hear the material. [#56]

Taken together, these educators expressed the need for educators to be attentive to students' interests, openness, and overall responsiveness when integrating social justice content.

The Challenge of Connecting an Abstract Concept to Concrete Practices

Specific to the actual content presented when teaching about social justice and associated concepts, 31 respondents commented on the challenge of connecting theory to practice. As one

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noted, "My greatest concern in regards to educational content related to social and economic justice is that such content remains abstract and theoretical" [#68]. Or, as another respondent stated, "The concepts of rights, justice, etc. are extremely complicated concepts and often students do not have the liberal arts preparation that facilitates their ability to grapple with these concepts in a critical manner" [#132]. Complicating this issue, respondents noted that "There are a variety of meanings and varying philosophical roots of social justice" [#28] and "multiple views exist for how to best understand and implement activities [and] interventions that reflect social justice" [#104]. According to another respondent, this resulted in a situation where students' understanding of social justice becomes disconnected from "the fundamentals existing in the every day lives of our children and families" [#137]. Taken together, these views reflected, in part, respondents' perspectives about the complexity of operationalizing social justice for teaching in order that students could grasp the practical relevance of this concept.

The general view of these respondents was that students "are looking for more practical, concrete guidance to lead them toward what to do to address social, economic and political issues" [#111], because as another respondent observed, "students can understand and apply it when shown real life examples" [#19]. In fact, as a third asserted, "It is only when students [see] the application of theoretical perspectives ... that they have the "aha" [moment when they] make the practice connection" [#6]. But some respondents questioned whether they had the tools to help students make this connection. For example, a respondent observed that "There aren't really Evidence Based Practices you can refer students to to address these larger issues, so we are kind of left with the question of, 'ok, what do we now do with this knowledge?'" [#24]. Similarly, another complained that "I have a difficult time finding good raw data to show examples in my research classes" [#87], while another expressed that they were "always interested in good case

examples and new literature" related to social justice and human rights [#90]. In effect, these respondents were looking for concrete ways to help their students translate the abstract concept of social justice into professional social work practice.

Individual activities. In contrast, 43 respondents described a variety of activities and methods they individually engaged in to integrate social justice content into their teaching (thus, in effect, translating theory into practice). These strategies included: (a) teaching elective courses focused on vulnerable populations; (b) selecting textbooks that addressed oppression, social justice, and human rights; (c) integrating current social justice issues into lectures; (d) having students complete assignments focused on historical figures who fought for social justice and human rights; and (e) engaging students in dialogues about social justice issues affecting oppressed groups. In addition, respondents identified the value of: (f) moderating community panel presentations; (g) showing films that touched on social justice issues; (h) facilitating social justice-oriented experiential exercises in the classroom; and (i) sending students out into the community to attend legislative meetings and to volunteer with, advocate for, evaluate, and develop programs from a social and economic justice perspective. This latter group of activities was highlighted as critical to social justice education by seven respondents including one who asserted that "The more I can incorporate community-based learning (i.e., real-world projects and experiences), the more students are able to comprehend being an agent of change!" [#7].

Related to this last point, 24 respondents emphasized the value of situating students' learning about social justice issues in the historical, political, cultural, and regional context. For instance, one respondent reported that "I use current political situations to create a sense of urgency for students to integrate this content into [their] practice" [#138], while another advocated for education that "focuses on current events [and] global and local issues" [#115],

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and a third stated that "I try to draw from the history of the region to engage students" [#83]. At the programmatic level, a fourth respondent was more context-specific, reporting that because his/her program served a large Latino population, "border issues [and] immigration" were highlighted in his/her program's curriculum [#29]. For these respondents, situating students' learning in the cultural context was seen as vital to effectively integrating social justice content.

Program activities. In addition to these individual activities, a diverse set of program-level activities was also described by 39 respondents. These included: (a) a program that offered a social justice minor; (b) a program that developed social justice-oriented tracks such as multicultural clinical practice; (c) programs that used specific texts like Paulo Freire's *Pedagogy of the Oppressed* or readings from Critical Race theorists as a foundation for students' education across the curriculum; and (d) programs that has developed mandated and elective social justice-focused courses (e.g., Diversity, Oppression, Human Rights and Social Justice). Further, respondents described (e) programs that worked to ensure that sequence text books and assignments included adequate content on social justice; (f) a program that ensured that students' field learning contracts incorporated social justice activities; (g) a program that included a capstone project related to social justice; and (8) a program that sponsored a social justice symposium.

Whether reliant upon the individual and/or the programmatic efforts described, the shared view of these respondents appeared to be that the role of social work education should be, as one respondent reported, to prepare students with "a greater degree of competence in and comfort with addressing oppression and discrimination and advocating for a better, more just society" [#43].

Limitations

Several limitations of this study should be noted as they may have affected the data collected and, by extension, the results of the study. Because this was an online study, some social work educators may have been reluctant to complete a survey due to a preference for a paper and pencil test. Further, an invitation to participate in the study may have been one among multiple requests from graduate students, colleagues, and unknown other researchers; and, as a result, a potential respondent may have been reluctant to take the time to complete the survey. However, some respondents' reluctance may have been mitigated by their greater interest in entering the drawing for an Amazon gift certificate as reward for completing the survey.

Refusal and non-response rates were more difficult to remedy, and were an inherent limitation of conducting a study of this nature – particularly due to the fact that respondents received a forwarded email with an invitation from a person likely unknown to the respondent. Further, some potential respondents may have had no interest in the study's topic, and others may have had no interest (or, at least no investment) in supporting a doctoral student to complete his study.

Also, respondents self-selected into the study, and because the findings are based upon the self-reports of educators who self-select, the data are limited to the extent that the responses provided may not have been a true representation of all educators or of educators' actual interactions with colleagues and students. Moreover, social desirability may have played a role in their responses in that they may have wanted to provide the "right" answer rather than answer in a way that was a true reflection of their views. Further, those who were interested in the subject matter may have been more likely to complete a survey. Therefore, the findings may not be

generalizable to all social work educators or even to other similar social work educators (i.e., other social work educators who met eligibility criteria, but were not selected into the study).

It is also important to note that caution must be exercised when interpreting the quantitative findings from this study. While differences may have been statistically significant, they may not necessarily have been meaningful. For example, although nonwhite educators reported statistically higher efficacy beliefs than their White colleagues in terms of their overall ability to facilitate student engagement, it is difficult to interpret how meaningful these differences actually are. Both groups reported that, on average, they believed they could facilitate student engagement *Frequently* to *Most of the time* when integrating social justice content. The meaningfulness of the qualitative difference between these two points is not absolutely clear. Therefore, any conclusions made should be considered tentative.

Finally, the analysis of respondents' written comments was necessarily limited by the ability of the respondent to clearly convey his or her ideas in a written format and the inability of the researcher to clarify or follow-up on key concepts provided by the respondent. In addition, the extent to which these findings reflected the specific efficacy beliefs and educational context assessments of each respondent cited was not investigated. However, the relationship between this analysis and the quantitative findings reported earlier is discussed in the next chapter.

Summary

The chapter began with a description of the sample including a demographic profile of the respondents as well as a description of their teaching experiences and mastery experiences integrating social justice content into their teaching. This was followed by an analysis of respondents' perceptions regarding the educational context as well as their teaching efficacy beliefs about their ability to effectively integrate social justice content into their teaching. The

next section provided an analysis of the relationship between respondents' efficacy beliefs, their demographic profile, their mastery experiences, and their views regarding the educational context. This was followed by an analysis of respondents' written comments. Finally, a discussion of the limitations of the study was provided.

Chapter 5 provides a discussion of these results and includes a summary of the findings, conclusions that emerge from these findings, the contributions this study makes to the literature, and recommendations including practical implications for social work education programs and for future research. The dissertation ends with a brief summary of the work accomplished and highlights the importance of ongoing research that links social work education to socially just social work practice.

CHAPTER 5

DISCUSSION

Accredited social work education programs are responsible for addressing social justice content in their curricula (CSWE, 2008a), and social work educators bear much of this responsibility. However, effectively integrating this content into teaching can be challenging for educators (Bent-Goodley, 2008; Jacobson, 2009; Van Soest & Garcia, 2008). Moreover, no national study had previously investigated social work educators' abilities to fulfill this responsibility. As a proxy for their actual teaching performances, the teaching efficacy beliefs of US-based social work educators were investigated.

Exploring teaching efficacy has value in that it reflects an educator's judgment of his or her capacity to effectively perform a teaching task (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), and these judgments have been shown to influence an educator's teaching performances (Bandura, 1997; Woolfolk Hoy, 2004). In addition, because the environmental context may influence educators' efficacy beliefs about teaching (Woolfolk Hoy, Davis, & Pape, 2006), the study also integrated ecological systems theory to determine the extent to which educators' assessments of various factors in the educational context impacted these efficacy beliefs. Furthermore, the study considered the potential impact of other influences on educators' beliefs including their demographic profiles and the characteristics of their institutions.

Summary of Findings

Overall, social work educators reported a high level of teaching efficacy in terms of their beliefs about their ability to effectively facilitate student engagement and about their ability to encourage student learning when integrating social justice content into their teaching and had greater confidence in their ability to perform the latter over the former. When considering the

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relationship between their personal characteristics and their efficacy beliefs, no meaningful differences were found between educators in terms of their gender, socioeconomic status, educational background, or political orientation. In contrast, age and ethnic identity proved to be significantly related to educators' efficacy beliefs. However, the positive correlations between a respondents' age and their efficacy beliefs were small and this variable, therefore, was not included in the regression analyses.

Regarding their professional characteristics, no meaningful differences were found relative to educators' rank/position, the degree level of students they taught, or between those who taught research courses and those who did not. On the other hand, relative to those who did not teach these courses, those educators who taught HBSE, micro-, and/or macro-practice courses reported significantly higher efficacy beliefs in both their ability to facilitate student engagement and encourage student learning whereas those who taught policy courses had higher efficacy beliefs about encouraging student learning only. However, these differences proved not to be significant in the regression analyses. Similarly, although the positive correlations were small, while the number of years educators had taught was significantly related to their efficacy beliefs in both efficacy areas, this variable did not significantly contribute to the final regression model.

Related to their mastery experiences teaching social justice content courses, those who had taught a diversity course and those who had taught a course focused on at least one of the three practice areas associated with EP 2.1.5 (i.e., oppression and discrimination, human rights, and/or social and economic justice) had significantly higher efficacy beliefs in both areas than those who did not teach these courses. And, in both instances, the differences were strongly

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significant; however, neither of these variables made significant contributions to the final regression models.

With regard to their mastery experiences integrating various types of social justice content into their teaching, educators who reported integrating content on oppression and discrimination or content on social and economic justice reported significantly higher efficacy beliefs about their ability to facilitate student engagement and encourage student learning than other educators who had not integrated this content. The strongest differences, however, were between those who had integrated human rights content and those who had not; and when regressed on the variable, *Encouraging student learning*, this was the only mastery experience that remained significant.

An exploration of the relationship between social work educators' efficacy beliefs and the institutional characteristics of their social work programs found no significant differences in terms of the state in which their social work program was located, the control of their institution, the types of social work degrees offered by their programs, or the number of faculty members in their programs. Only those who reported teaching at an institution that valued the quality of teaching versus the quality of research had higher efficacy beliefs about facilitating student engagement than those who reported the opposite. However, there were no meaningful differences between these groups in relation to their beliefs about encouraging student learning. Relative to the student populations in their programs, there were no significant relationships between educators' efficacy beliefs and the range of political views expressed by students in the classroom or the percentage of low income students in their programs. On the other hand, there was a small, positive correlation between the percentage of nonwhite students in their programs and their efficacy beliefs about facilitating student engagement when integrating social justice

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content. However, in the regression analyses, neither teaching in an institution that valued the quality of teaching versus research nor the percentage of nonwhite students in an educator's program made significant contributions to the final model.

The relationship between social work educators' efficacy beliefs regarding their ability to integrate social justice content into their teaching and their assessments of the educational context was also explored. With regard to their individual resolve to integrate social justice content into their teaching in the face of potential obstacles in the educational context, significantly positive correlations were found between educators' resolve and their efficacy beliefs about both facilitating student engagement and encouraging student learning when integrating this content into their teaching. Similarly, educators who assessed that the educational context was supportive of teaching this content reported greater efficacy in both areas.

When the relationship between teaching efficacy beliefs and social work educators' assessments of the educational context, their personal and professional characteristics, and the characteristics of their institutions were considered together, the strongest predictors of their efficacy beliefs about facilitating student engagement were their ethnic identity, their perceptions of the level of programmatic support available, and their individual resolve to integrate social justice content into their teaching. And, with regard to educators' efficacy beliefs about encouraging student learning, the strongest predictors were educators' perceptions of the level of programmatic support available, their individual resolve, whether they had integrated human rights content into their teaching, and their ethnic identity.

Written comments were also gathered from educators regarding any additional information they felt was pertinent to understanding social work educators' responsibility to integrate social justice content into their teaching. The effect of program mission and integration,

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faculty preparation and engagement, students' positionality, and the challenge of helping students operationalize social justice for practice were identified as relevant.

Conclusions

Efficacy beliefs, effort, preparation, and commitment

As indicated, educators reported a high level of efficacy beliefs about their abilities to integrate social justice content into their teaching. Given the view that teacher efficacy beliefs have a direct impact on the amount of effort and persistence an educator will expend on their teaching (Gibson & Dembo, 1984; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Woolfolk Hoy, 2004), it may be inferred from this study's findings that social work educators are investing energy toward, and are persistent in, their efforts to integrate social justice content into their teaching. This finding appears to contradict the view that educators may not be invested in or prepared for the effective incorporation of social justice content into their teaching (see Bell et al., 1997; Bent-Goodley, 2008; Funge, 2011; Garcia & Van Soest, 2000; Gutiérrez, Fredricksen & Soifer 1999; Singleton, 1994; Van Soest & Garcia, 2003). However, in their written comments, some educators expressed concern that their colleagues may not be prepared or dedicated to teaching this material. It may be that those who responded to this survey were those who were committed to, and had the preparation for, the integration of social justice content into their teaching – while those educators who chose not to complete a survey may be among those who were less prepared and less committed to integrating this content. This may be a limitation of the study as well as an opening for further inquiry as described below.

Efficacy beliefs and students' positionality

Social work educators reported higher efficacy beliefs with regard to encouraging student learning than they did their ability to facilitate student engagement which may be consistent with

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the assessment that students' positionality can be a potential challenge when integrating social justice content. As Van Soest and Garcia (2008) have noted, engaging students when teaching social justice content can be particularly challenging in terms of educators managing students' discomfort with this material. This was noted by some respondents in their written comments as potentially problematic. However, as a group, the educators seemed little hindered by students' discomfort or resistance to social justice education in terms of their individual resolve to integrate social justice content into their teaching. Nevertheless, educators may still feel more confident in their ability to encourage student learning than facilitating student engagement.

Relevance of educators' ethnic identity

In terms of educators' personal characteristics, ethnic identity was shown to be an important predictor of educators' beliefs about their abilities to facilitate student engagement and less so their beliefs about their ability to encourage student learning when integrating social justice content into their teaching. No other personal characteristics proved relevant. That nonwhite educators reported higher efficacy beliefs than their White colleagues may emerge from their personal experiences with social injustice in contrast to White educators who may not have these similar experiences to draw from. Understanding the dynamics of these personal experiences may contribute to nonwhite educators' greater confidence in their abilities to engage students and support their learning when teaching about these dynamics.

Utility of integrating human rights content

Relative to their mastery experiences teaching social justice content, those who had indicated that they integrated one or more of these areas in their teaching, reported higher levels of efficacy beliefs in both areas. This finding supports the conceptualization of Tschannen-Moran, Woolfolk Hoy, & Hoy's (1998) teaching efficacy model, that mastery experiences are

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directly correlated with educators' confidence in their abilities to successfully perform the teaching tasks associated with those particular mastery experiences. For example, the mastery experience of integrating human rights content into teaching proved robust in terms of it being a significant predictor of educators' efficacy beliefs regarding their ability to encourage student learning. It may be that, as Reichert (2003) advocates, human rights content provides an overarching, concrete framework for conceptualizing social justice. Thus, it may provide a useful framework from which to integrate social justice content into teaching – at least in terms of encouraging student learning. In fact, some educators expressed the view that there is a need to connect the abstract with the concrete in terms of helping students apply social justice concepts to social work practice. This view reasonably reflects Reisch's (2002) argument that the profession of social work may need to identify a more coherent framework (or frameworks) for achieving social justice and Longres and Scanlon's (2001) conclusion that there is need to more narrowly and more clearly conceptualize social justice for social work education. Focusing on human rights content, therefore, may go some way toward accomplishing this.

Influence of the educational context

Relevant to the influence of the educational context on educators' confidence in their abilities to effectively integrate social justice content into their teaching, conceptualizing the social work educational milieu as an ecological system proved helpful. This conceptualization pointed to the potential relationship between educators' interactions with their students and their colleagues, the relevance of university policies, the broader cultural context as it may affect social work educators' decisions to integrate social justice content, as well as the influence of time on their teaching efficacy beliefs. These educators reported that they were largely resolved to integrate social justice content in spite of a combination of factors in the educational context

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that might otherwise have discouraged them from integrating this content including the possibility of receiving negative evaluations from students (i.e., the mesosystem), the potential influence of colleagues who do not include this content (i.e., the mesosystem) criticisms that social work education is liberally biased (i.e., the macrosystem), and criticisms that the social work profession's commitment to social justice has waned (i.e., the chronosystem). This resolve, in turn, was related to educators' higher efficacy beliefs.

Educators also revealed that other parts of the educational context were relevant to their efficacy beliefs. In the microsystem (i.e., in the social work program itself) educators' judgments that students were receptive to learning about this content, that opportunities to discuss strategies for integrating this content with their colleagues were available, and that they were encouraged to integrate this content into their teaching positively contributed to their efficacy beliefs. Those that deemed that the educational context was not as conducive to integrating social justice content tended to have lower efficacy beliefs about their abilities to perform this teaching task. Taken together, educators' assessments of the programmatic support available to them in the microsystem proved to be the most influential factor contributing to their efficacy beliefs about both facilitating student engagement and encouraging student learning. This finding appears consistent with (a) the view that the environmental context provides information from which efficacy beliefs are determined (Woolfolk Hoy, Davis, & Pape, 2006); (b) Bronfenbrenner's (1979, 1994) view that the microsystem is likely the most influential context upon individuals' development and behavior; and (c) the view of some respondents in their written comments that there may be a need to create an environment that cultivates educators' capacity (i.e., efficacy) to effectively teach social justice content.

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Contributions to the Literature

Findings from this study contribute to the literature in several important areas. These include the literature on (a) general social justice education, (b) teaching efficacy of educators in post-secondary education, and (c) social justice education for social work.

First, regarding general social justice education, findings from this study highlight the importance of the educational context as relevant to teaching about social justice. In addition, the role of teaching efficacy had not previously been used to explore this area and has utility for other researchers interested in assessing educators' beliefs about their capacity to effectively teach this content. Second, because studies exploring teaching efficacy in higher education are few, this study contributes to that growing body of literature by providing some insight into two core domains associated with teaching efficacy at the university level: (i) educators' beliefs about their ability to facilitate student engagement; and (ii) their beliefs about their ability to encourage student learning when teaching. In addition, educators who reported having had greater opportunities to integrate or teach this content tended to have higher teaching efficacy beliefs (i.e., their mastery experiences appeared to contribute to their efficacy beliefs). This conclusion is in contrast to Fives and Looney's (2009) suggestion that university educators' assessments of their teaching efficacy may not derive from their mastery experiences, and opens up the possibility for additional investigation. This aside, the *Efficacy to Integrate Social Justice Content into Teaching* scale used in this study could be adapted for use in other allied disciplines concerned with professional development that typically integrate all or some part of this content into teaching (e.g., public health, nursing, teacher education).

And, third, relative to social justice education for social work, this study built upon previous studies of social work educators conducted by Longres and Scanlon (2001) and Funge

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(2011) to provide a more expansive understanding of what social work educators believe about their capacities to teach social justice content (and, by extension, what they may actually do in the classroom). Because no data existed regarding social work educators' efficacy beliefs about integrating social justice content into teaching or their perspectives about the educational context as it may have impacted these beliefs, establishing a baseline measure of this information has utility for future research in this area. Further, the study confirmed the significance of the educational context as relevant to supporting educators' efforts to integrate social justice content into what they teach, highlighted the impact of educators' ethnic identities, and revealed the importance of mastery experiences – particularly the integration of human rights content – as these may affect educators' beliefs about teaching this content. Further, this study drew from a significantly larger sample than previous studies in this area and may therefore be more representative of the broader population of social work educators.

Recommendations

Practical implications

The practical implications of this study are most relevant for CSWE-accredited social work education programs as well as the educators who teach within them. Educators surveyed in this study generally reported high levels of teaching efficacy. At the same time, they also expressed concern that not all educators are adequately prepared to integrate social justice content into their teaching and that the educational context may not be optimally conducive to supporting educators' efforts. In fact, as noted previously, CSWE (2008b) found that there was wide variation amongst programs in terms of their focus on issues related to social justice and identified a need for program development, training, research, and organizing in this area.

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Written comments suggest that the sanction of a program to integrate social justice content into teaching may be important for educators including the creation of a program environment that fosters collaborative engagement in order to cultivate educators' capacities to effectively integrate social justice content into their teaching. This supports the view that collegial or institutional support is invaluable for teaching this content (Abrams & Gibson, 2007; Funge, 2011; Singleton, 1994) and appears to reinforce Jacobson's (2009) call for actively creating a faculty environment conducive to supporting educators teaching social justice content. Further, since programmatic support proved to be the strongest predictor of educators' efficacy beliefs, social work education programs ought to consider what institutional mechanisms are necessary, in place, and/or could be created to support educators in their efforts to integrate social justice content into their teaching. Funge (2011) has recommended structured opportunities for educators to critically explore the appropriate role of the social work educator relative to CSWE's social justice standard. CSWE's reaffirmation of accreditation process provides one such opening for such an exploration (Holloway, et al., 2009), but faculty meetings may be a more frequent and accessible venue for such discussions (Jacobson, 2009).

Furthermore, social work education programs can consider how they might provide and support their educators developing the mastery experiences they require to confidently and effectively integrate social justice content into their teaching. These might include skill-building workshops for faculty members or mentorship opportunities between more experienced faculty members and those who are novice in this area. In addition, programs could conduct an assessment of whether social justice content is being integrated across the curriculum in a manner that engages students as well as encourages their learning, whether a complementary social justice-focused course would be helpful to developing students' social justice

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competencies, and whether using a human rights framework for social justice education would help educators and students develop a concrete conception of social justice in practice. This last recommendation may address the need to more narrowly and clearly conceptualize social justice for social work education as suggested by Longres and Scanlon (2001).

Doctoral programs in social work/welfare may also benefit from these findings. These programs typically prepare future social work educators to work in social work education programs but primarily focus on developing students' research capabilities with a lesser focus on developing their teaching skills. Providing specific training to doctoral students who intend to teach could prove invaluable to the broader project of cultivating the social justice orientation of BSW and MSW students. Training in a doctoral program could nurture future social work educators' efficacy for integrating social justice content into their teaching by providing them with mastery experiences. These experiences could include opportunities to learn how to develop and facilitate social justice workshops with their colleagues, opportunities for teaching assistantships in a social justice-related course, or more intensive opportunities such as co-teaching a semester-long social justice-related course under the supervision of a mentor. Through these experiences, doctoral students could also be exposed to other additional sources of efficacy information as applicable to their efforts to integrate social justice content into their teaching. These could vicarious experiences observing others teach as well as verbal persuasion in the form of feedback from students, peers, and mentors regarding their teaching efficacy.

Finally, as described in Chapter 1, CSWE established the Center for Diversity and Social and Economic Justice in 2006 with a central objective of supporting social work programs in their efforts to adequately prepare students for socially just practice (Abramovitz & Lazzaro, 2008). Given this effort, the findings from this study may have utility for this project in that the

findings could be disseminated to social work education administrators in order to help facilitate program-wide discussions as described above. For example, faculty could use the findings regarding the importance of the relationship between programmatic support and teaching efficacy as a means to identify those institutional practices that either support or hinder educators effectively integrating social justice content into their teaching. In addition, faculty might consider to what extent human rights content is integrated across the curriculum, or how to support educators developing the mastery skills to integrate this content into their teaching.

Future Research

Several areas for future research emerged from the findings, and each provides an opportunity to validate the teaching efficacy scale used in this study. Educators reported confidence in their abilities to facilitate student engagement as well as encourage student learning when integrating social justice content into their teaching. However, the association between educators' confidence and their actual ability to engage and encourage their students' learning when integrating this content was not investigated. Therefore, an exploration of the relationship between educators' efficacy beliefs and their concrete performances is warranted as is an investigation of the relationship between these performances and students' level of engagement and understanding. By extension, there is a need to investigate the link between educators' teaching efficacy beliefs and performances and students' efficacy beliefs and abilities to competently demonstrate threshold mastery of the practice behaviors associated with CSWE's EP 2.1.5. After all, the purpose of integrating this content into social work education is to cultivate students' social justice competencies (CSWE, 2008a).

In a related area, faculty of color reported greater confidence than their White counterparts with regard to their abilities to effectively integrate social justice content into their

teaching (particularly related to their ability to facilitate student engagement). Whether these differences translate into differences in actual teaching performances, the subsequent engagement and understanding of students, or the resultant efficacy beliefs and abilities of students was not explored and is worthy of additional research. Further, in contrast to ethnicity, why gender and/or socioeconomic class did not make significant contributions to educators' efficacy beliefs was unclear and also presents an opportunity for future research.

Another opportunity relates to the need for educators to make social justice concrete for students. Although CSWE (2008a) specifies the social justice practice behaviors that social work graduates are expected to demonstrate, cultivating students' understanding of an abstract concept like social justice, let alone operationalizing the concept for social work practice, was indicated as a potential challenge for educators. However, among the range of mastery experiences identified in the study, the integration of human rights content into teaching proved to be the only area associated with educators' efficacy beliefs regarding their ability to encourage student learning. Why this was the case in contrast to the impact of integrating content on oppression and discrimination or content on social and economic justice into teaching is not clear and merits further inquiry.

A further line of investigation relates to the cyclical nature of teaching efficacy. In effect, educators' efficacy beliefs about their abilities to effectively accomplish a teaching task impact their actual teaching performances. In turn, these performances provide additional sources of efficacy information. And, subsequently, this new information influences their performances on similar teaching tasks in the future (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Therefore, teaching efficacy beliefs are both influenced by, and influence, educators' performances (or lack thereof). For this reason, some caution regarding the interpretation of the study's findings is

warranted. For example, an educator's higher level of efficacy beliefs about integrating social justice content may be a result of his or her experiences effectively integrating human rights content into his or her teaching. Alternatively, an educator's decision to integrate human rights content into his or her teaching may be a result of his or her higher efficacy beliefs. Similarly, an educator's lack of experience integrating human rights content into his or her teaching may contribute to his or her low level of efficacy beliefs about integrating social justice content more generally. Or, it may be that an educator chooses not to integrate human rights content into his or her teaching as a result of his or her lower efficacy beliefs about whether s/he can do so effectively. Future research clarifying the nature of the relationships between social work educators' efficacy beliefs and their performances is, therefore, needed. Such a line of inquiry can have practical implications for social work education programs as well as doctoral programs in social work/welfare.

While educators report confidence in their abilities to integrate social justice content, the adequacy of the preparation and capacity of all educators to effectively integrate social justice content into their teaching was highlighted as potentially inconsistent. Determining in what ways and from what sources social work educators develop their efficacy beliefs in addition to understanding how their performances contribute to, and are the result of, these efficacy beliefs can potentially help programs identify those mechanisms that meaningfully contribute to preparing and supporting educators to effectively integrate social justice content into their teaching. In fact, a longitudinal study of doctoral students as they transition from student into tenure-track teaching positions may serve this purpose. More specifically, these educators' teaching efficacy beliefs, their teaching experiences, and other sources of efficacy information can be measured over time to evaluate the extent to which their preparation and capacities are

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interrelated. In addition, given that educators' assessments of their efficacy beliefs about teaching tend to stabilize over time (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), such a study could also contribute to an understanding of when this stabilization actually occurs and under what circumstances.

The relationship between educators' assessments of the educational context and their efficacy beliefs provides another avenue for additional research. More specifically, educators' perceptions about students' receptiveness to social justice content in addition to the availability of collegial encouragement and support for teaching this content were associated with their efficacy beliefs. However, other than the availability of discussions with colleagues about strategies for integrating this content, the specific forms of encouragement and support that may provide additional sources of efficacy information were not specified in this study. Therefore, identifying and evaluating the impact of other sources of information on social work educators' teaching efficacy beliefs, including other mastery experiences (e.g., opportunities to practice teaching), vicarious experiences (e.g., opportunities to observe others teach), and/or verbal persuasion (e.g., receiving feedback on teaching) is worthy of further investigation.

Concluding Remarks

Social justice is a core value of the profession of social work (NASW, approved 1996, revised 2008); and, as such, social work education programs are obligated to integrate this value into the education they provide (CSWE, 2008a). Understandably, social work educators play a key role in this effort; and, fortunately, at least those educators surveyed for this study generally felt that they were capable of fulfilling this role. Moreover, given the nature of teaching efficacy beliefs, they are likely to be efficacious in the classroom (Bandura, 1997; Woolfolk Hoy, 2004).

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Most importantly, however, there is a need to explore the link between what educators report that they do in the classroom and what social work graduates are prepared to do when they leave the classroom. Do they understand the forms and mechanisms of oppression and discrimination, are they ready to advocate for human rights and social and economic justice, and are they prepared to engage in practices that advance social and economic justice? In other words, are they prepared for competent, socially just social work practice? There is reason to be optimistic about this. After all, teaching efficacy has been linked to student motivation, achievement, and efficacy (Anderson, Greene, & Loewen, 1988; Ashton & Webb, 1986; Bandura, 1997; Midgley, Feldlaufer, & Eccles, 1989; Ross, 1992; Ross, Hogaboam-Gray, & Hannay, 2001); however, whether this is the case, and how the educational context affects this linkage, will be the subject of future research.

Survey instrument

Social Work Educators' Beliefs about Integrating Social Justice Content into

EXPLANATION OF STUDY AND RIGHTS AS HUMAN SUBJECTS

Page 1 of 2

UNIVERSITY OF CALIFORNIA LOS ANGELES
STUDY INFORMATION PAGE

Social Work Educators' Beliefs
about Integrating Social Justice Content into Teaching

The Principal Investigator, Simon Funge, MSW, a doctoral candidate in the Department of Social Welfare at the University of California, Los Angeles is conducting this research study. The faculty sponsor for this study is Diane de Anda, Ph.D., Professor Emerita, Department of Social Welfare at the University of California, Los Angeles.

You are eligible to participate in this study if you currently teach a course or courses in a CSWE-accredited social work or social welfare education program. Your participation in this research study is voluntary.

WHY IS THIS STUDY BEING DONE?
Integrating social justice content into the social work curriculum presents an opportunity to prepare students for professional practice in line with social work's commitment to social justice. At the same time, this integration can be challenging for both educator and student.

This survey seeks to ascertain social work educators' beliefs about their ability to effectively integrate social justice content into their teaching as well as the context in which this occurs.

WHAT WILL HAPPEN IF I TAKE PART IN THIS RESEARCH STUDY?
If you volunteer to participate in this study, you will be asked to respond to:

- Some basic, non-identifying information about yourself, your social work program, and the institution in which your program is located; and
- Questions regarding your beliefs about your ability to integrate social justice content into your teaching as well as questions related to the educational context in which this occurs

HOW LONG WILL I BE IN THE RESEARCH STUDY?
It is estimated that completion of the survey should take no longer than 15 minutes.

ARE THERE ANY RISKS OR DISCOMFORTS THAT I CAN EXPECT FROM THIS STUDY?
It is possible that some questions could create some discomfort; however, the questions included in the survey are within the normal range of questions a professional colleague or student might ask you during the course of your professional responsibilities as a social work educator. Therefore, it is asserted that the proposed study will present no more than minimal risk to you.

Page 1

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Social Work Educators' Beliefs about Integrating Social Justice Content into

EXPLANATION OF STUDY AND RIGHTS AS HUMAN SUBJECTS

Page 2 of 2

ARE THERE ANY BENEFITS IF I PARTICIPATE?
You will not directly benefit from your participation in the research. The results of the research may contribute to the scientific knowledge about the role of the educator in the delivery of social work education as it relates to integrating social justice content.

WILL I BE PAID FOR MY PARTICIPATION?
You will receive no payment for your participation.

HOW WILL INFORMATION ABOUT ME AND MY PARTICIPATION BE KEPT CONFIDENTIAL?
You will not be asked to provide your identity or that of your program. This information will be unknown to this researcher unless you choose to reveal this information in your survey responses. Any information that is obtained in connection with this study and that can identify you will remain confidential. It will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of recording your responses directly into a secure password-protected web-based database through Surveymonkey.com. Only the Principal Investigator and the faculty sponsor will have access to responses. The IP address of the computer you use to complete the survey will not be stored in the survey results.

Presentations or reports that emerge from this study will not identify specific individuals or programs, and data will be analyzed in groups and presented in aggregate form.

WHAT ARE MY RIGHTS IF I TAKE PART IN THIS STUDY?
Taking part in this study is your choice. You can choose whether or not you want to participate.

- You have a right to have all of your questions answered before deciding whether to take part
- You may choose to withdraw at any time and for any reason by not completing/discontinuing the survey
- You may leave unanswered any question you decline to respond to
- If you choose not to answer a question, or choose not to participate or to withdraw from the study, there will be no penalty

WHO CAN I CONTACT IF I HAVE QUESTIONS ABOUT THIS STUDY?

The Research Team: You may contact Simon Funge at (562) 985-2109 or Diane de Anda at (310) 397-4613 with any questions or concerns about the research or your participation in this study.

UCLA Office of the Human Research Protection Program (OHRPP): If you have questions about your rights while taking part in this study, or you have concerns or suggestions and you want to talk to someone other than the researchers about the study, you may contact the UCLA OHRPP by phone: (310) 825-7122 or U.S. mail: UCLA OHRPP, 11000 Kinross Ave., Suite 102, Box 951694, Los Angeles, CA 90095-1694.

By clicking on the **"Next"** button at the bottom of this page, you indicate that you understand the purpose of this study and accept the terms of the study.

Social Work Educators' Beliefs about Integrating Social Justice Content into

Section A - Beliefs about Integrating Social Justice Content into Teaching

1. Social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice.

Related to this content, consider the extent to which you believe you can perform the particular teaching tasks identified below.

I believe I can ...

	Always	Most of the time	Frequently	Some of the time	Infrequently	Rarely or never
Help students think critically about this content.	○	○	○	○	○	○
Respond to difficult questions from students regarding this content.	○	○	○	○	○	○
Implement a variety of strategies for integrating this content into my teaching.	○	○	○	○	○	○
Manage students' discomfort with this content so that they are not disruptive to others.	○	○	○	○	○	○
Craft good examples so that students are able to understand this content.	○	○	○	○	○	○
Deal productively with a few students who have a negative response to this content.	○	○	○	○	○	○
Gauge students' comprehension of this content.	○	○	○	○	○	○
Link students to the resources they need to better understand this content.	○	○	○	○	○	○
Make my expectations clear about student participation in learning activities related to this content.	○	○	○	○	○	○
Get through to students who are the most uncomfortable with this content.	○	○	○	○	○	○
Use a variety of assessment strategies to evaluate students' understanding of this content.	○	○	○	○	○	○
Motivate students who show low interest in this content.	○	○	○	○	○	○

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Section A - Beliefs about Integrating Social Justice Content into Teaching

2. Social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice.

Related to this content, consider the extent to which you believe you can perform the particular teaching tasks identified below.

I believe I can ...

	Always	Most of the time	Frequently	Some of the time	Infrequently	Rarely or never
Provide more advanced challenges to students who demonstrate competence in their understanding of this content.	○	○	○	○	○	○
Establish classroom norms to encourage productive student participation when presenting this content.	○	○	○	○	○	○
Provide an alternative explanation or example when students are confused about this content.	○	○	○	○	○	○
Help students value learning about this content.	○	○	○	○	○	○
Help students reduce their discomfort with this content so that they remain focused on their learning.	○	○	○	○	○	○
Direct students to follow established classroom norms when presenting this content.	○	○	○	○	○	○
Make adjustments in my course material to accommodate the different levels of understanding students have about this content.	○	○	○	○	○	○
Encourage students to engage in productive communication with each other regarding this content.	○	○	○	○	○	○
Respond to students who limit their participation when exposed to this content.	○	○	○	○	○	○
Foster students' problem solving skills needed to address areas related to this content.	○	○	○	○	○	○
Improve the understanding of students who are struggling with their discomfort in regard to this content.	○	○	○	○	○	○
Get students to believe in their ability to address areas related to this content in their professional practice.	○	○	○	○	○	○

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Section B - Educational Context

3. Social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice.

Relative to this content, indicate the degree to which you agree with each statement below.

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
My social work program provides opportunities for colleagues to discuss strategies for integrating this content into teaching.	○	○	○	○	○	○
Students in my social work program are receptive to learning about this content.	○	○	○	○	○	○
I am less likely to integrate this content into my teaching if I know that my colleagues are not doing so.	○	○	○	○	○	○
Educators in my social work program are encouraged to integrate this content into their teaching regardless of the class being taught.	○	○	○	○	○	○
CSWE's educational policy regarding integrating this content is clear to me.	○	○	○	○	○	○
The possibility of receiving negative evaluations from students and the impact this may have on retention, tenure, and promotion decisions deter me from integrating this content into teaching.	○	○	○	○	○	○
Criticisms that social work education's focus on social justice indoctrinates students to a liberal bias discourages me from integrating this content into teaching.	○	○	○	○	○	○
Advancing social justice is possible in today's political and economic environment in the US.	○	○	○	○	○	○
CSWE's shift to competency-based education improves the quality of the education students receive.	○	○	○	○	○	○
I am discouraged from integrating this content into teaching given criticisms that the social work profession's commitment to promoting social justice has declined.	○	○	○	○	○	○

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Section C - Teaching Focus

4. Which of the following areas do you explicitly integrate into the content you teach? (Please select all that apply)

☐ The forms and mechanisms of oppression and discrimination

☐ Human rights advocacy

☐ Advancing social and economic justice

☐ None of the above

5. Please indicate which courses you have taught (Select all that apply):

☐ Human Behavior in the Social Environment (HBSE)

☐ Macro-Practice

☐ Micro-Practice

☐ Research methods

☐ Social Policy

Other (please specify)

☐

6. Have you taught a course with a specifc focus on diverse populations?

○ Yes

○ No

7. If you have taught a course that specifically focuses on one or more of the content areas listed below, which area(s) did this course address? (Please check all that apply)

☐ The forms and mechanisms of oppression and discrimination

☐ Human rights advocacy

☐ Advancing social and economic justice

☐ I have not taught a course that focuses on the content listed above

Social Work Educators' Beliefs about Integrating Social Justice Content into

Section D - Professional Characteristics

8. Please indicate your rank/position:

○ Professor

○ Associate Professor

○ Assistant Professor

○ Instructor/Lecturer

Other (please specify)

[   ]

9. Please indicate the number of years you have taught social work courses:

[   ]

10. Please indicate which groups you have taught (Select all that apply):

☐ BSW/BASW

☐ MSW

☐ Ph.D./DSW

Section E - Institutional Characteristics

**11. Please indicate the state in which your
social work is program located:**

State

State   [▼]

**12. Which of the following classifications describes the college/university in which your
social work program is located?**

○   Public

○   Sectarian private not-for-profit

○   Nonsectarian private not-for-profit

13. Please indicate which of the following is the most valued by your institution:

☐   Quality of research

☐   Quality of teaching

**14. Please indicate which of the following degrees your social work program offers (Please
select all that apply):**

☐   BSW/BASW

☐   MSW

☐   Ph.D./DSW

15. How many full-time academic faculty members teach in your program?

○   Fewer than 6

○   6-10

○   More than 10

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Section F - Student Characteristics

16. What is the approximate percentage of each of the following groups of students in your social work program?

Please mark an "X" in a box if you are unsure.

Students who are nonwhite (0-100%)

Students who grew up in low income families (0-100%)

17. To what extent are students' views expressed during class discussions reflective of the following political perspectives?

	To a great extent	Somewhat	Very little	Not at all
Extremely Conservative	○	○	○	○
Conservative	○	○	○	○
Moderate	○	○	○	○
Liberal	○	○	○	○
Extremely Liberal	○	○	○	○

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Social Work Educators' Beliefs about Integrating Social Justice Content into

Section G - Personal Characteristics

18. Please indicate your age:

☐

19. Please indicate your ethnicity (Select all that apply):

☐ American Indian/Native American

☐ Asian/Pacific Islander

☐ Black/African American

☐ Latino(a)/Hispanic

☐ White (non-Hispanic)

Not listed (please specify)

20. Please indicate your gender:

○ Female

○ Male

○ Transgendered

21. Please indicate your family's income-level when growing up:

○ Low income/working class

○ Middle income or higher

22. Please indicate which of the following degrees you have completed (Select all that apply):

☐ Bachelor's degree in social work or social welfare

☐ Bachelor's degree in discipline other than social work or social welfare

☐ Master's degree in social work or social welfare

☐ Master's degree in discipline other than social work or social welfare

☐ Doctoral degree in social work or social welfare

☐ Doctoral degree in discipline other than social work or social welfare

Other (please specify)

23. How would you describe your political orientation? (Please select one)

○ Extremely Conservative

○ Conservative

○ Moderate

○ Liberal

○ Extremely Liberal

Not listed (please specify)

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Social Work Educators' Beliefs about Integrating Social Justice Content into

Section H - Additional Information

24. As previously indicated, social work programs typically include educational content designed to prepare students to competently address oppression and discrimination, advocate for human rights, and advance social and economic justice in their professional practice.

Please provide any additional information you feel is relevant to understanding the integration of this content into your teaching:

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Social Work Educators' Beliefs about Integrating Social Justice Content into

Thank you for completing this survey and for your contribution to this area...

Your participation in this study is now complete.

If you are interested in entering a drawing for one of ten $25 amazon.com gift certificates, please enter your email address below (this email address will be kept in a separate database from your survey responses and then deleted after the gift cards are sent).

25. Email address:

Otherwise, you may click on "Done" below, "Exit this survey" above, or close your broswer to exit this study.

If you have any questions, please contact Simon Funge at (562) 965-2109 or sfunge@ucla.edu or Diane de Anda at (310) 397-4613 or ddeanda@ucla.edu.

Invitation emails

First Email

Subject: Invitation to participate: Social work faculty study

Dear [Insert last name of Dean or Director],

My name is Simon Funge and I am a doctoral candidate in the Department of Social Welfare at UCLA investigating the integration of social justice content into social work education.

In this regard, I would appreciate you forwarding the following invitation to all of your current, full-time faculty members who teach social work courses. In it, I am inviting your colleagues to complete an online survey relevant to my dissertation research in this area.

The study's key findings will be shared with you as well as presented at national conferences.

Your support of this effort is very much appreciated,

Simon Funge, MSW
Doctoral Candidate
Department of Social Welfare
UCLA Luskin School of Public Affairs
……………………………………………………………………………………………………

Dear colleague,

Integrating social justice content into the social work curriculum presents an opportunity and a challenge for social work educators.

I invite you to participate in a survey that looks at social work educators' beliefs about integrating this content into teaching.

I am a doctoral candidate from UCLA's Department of Social Welfare, and you would be assisting me with my dissertation research.

I am looking for **current full-time faculty members who teach social work courses.**

The **completion of the survey should take no more than 15 minutes**.

As thanks for your time completing a survey, I will be conducting a lottery to distribute ten $25 Amazon gift certificates.

Please click on the link below to take the survey, or copy and paste into your browser:

http://www.surveymonkey.com/s/Social_Justice_in_Social_Work_Education

Thank you for your assistance with this research study!

Sincerely,

Simon Funge, MSW
Doctoral Candidate
Department of Social Welfare
Luskin School of Public Affairs
University of California, Los Angeles
3250 Public Affairs Bldg., Box 951656
Los Angeles, CA 90095-1656
Tel: 562.985.2109
sfunge@ucla.edu

Second Email

Subject: Second invitation to participate-social work faculty study

Dear [Insert last name of Dean or Director],

I contacted you approximately 10 days ago regarding your assistance with a research study I am conducting as part of my dissertation research on the beliefs social work educators hold about integrating social justice content into their teaching.

If you have forwarded my previous email to all of your current full-time faculty members who teach social work classes, I thank you for your assistance with this project.

I am now requesting that you PLEASE FORWARD THIS EMAIL to these same colleagues WHETHER OR NOT YOU FORWARDED THE PREVIOUS EMAIL.

This will give me the chance to either thank your colleagues for completing a survey or to invite them again to complete a survey.

As noted previously, the study's key findings will be shared with you as well as presented at national conferences.

Your ongoing support of this effort is very much appreciated,

Simon Funge, MSW
Doctoral Candidate
Department of Social Welfare
UCLA Luskin School of Public Affairs

Dear colleague,

You may have previously received a forwarded invitation from [Insert last name of Dean or Director] to participate in a study that seeks to ascertain social work educators' beliefs about integrating social justice content into teaching as well as the context in which this occurs.

If you have already completed a survey, I thank you for your contribution to the study.

If you did not receive an invitation or have not yet completed a survey, I ask that you consider participating in this study.

Integrating social justice content into the social work curriculum presents an opportunity and a challenge for social work educators.

I invite you to participate in a survey that looks at social work educators' beliefs about integrating this content into teaching.

I am a doctoral candidate from UCLA's Department of Social Welfare, and you would be assisting me with my dissertation research.

I am looking for **current full-time faculty members who teach social work courses.**

The **completion of the survey should take no more than 15 minutes**.

As thanks for your time completing a survey, I will be conducting a lottery to distribute ten $25 Amazon gift certificates.

Please click on the link below to take the survey, or copy and paste into your browser:

http://www.surveymonkey.com/s/Social_Justice_in_Social_Work_Education

Thank you for your assistance with this research study!

Sincerely,

Simon Funge, MSW

Doctoral Candidate
Department of Social Welfare
Luskin School of Public Affairs
University of California, Los Angeles
3250 Public Affairs Bldg., Box 951656

Los Angeles, CA 90095-1656
Tel: 562.985.2109
sfunge@ucla.edu

Third Email

Subject: Final invitation to participate-social work faculty study

Dear [Insert last name of Dean or Director],

I've previously contacted you regarding your assistance with my dissertation research on the beliefs social work educators hold about integrating social justice content into their teaching.

If you have forwarded an earlier email I thank you for your assistance with this project.

I am now requesting that you **PLEASE FORWARD THIS FINAL EMAIL** to all of your current, full-time faculty members who teach social work courses **WHETHER OR NOT YOU HAVE FORWARDED A PREVIOUS EMAIL** to them.

This will give me the chance to either thank your colleagues for completing a survey or to invite them a final time to complete a survey.

Your ongoing support of this effort is very much appreciated!

You will not be contacted again regarding the data collection phase of this study, but as noted previously, the study's key findings will be shared with you (as well as presented at national Conferences).

Simon Funge, MSW
Doctoral Candidate
Department of Social Welfare
UCLA Luskin School of Public Affairs

……

Dear colleague,

You may have previously received an invitation from [Insert last name of Dean or Director] to participate in a study that seeks to ascertain social work educators' beliefs about integrating social justice content into teaching as well as the context in which this occurs.

If you have already completed a survey, I thank you for your contribution to the study.

If you have not yet completed a survey, I ask that you consider participating in this study.

I am a doctoral candidate from UCLA's Department of Social Welfare, and you would be assisting me with my dissertation research.

I am looking for **current, full-time faculty members who teach social work courses.**

The **completion of the survey should take no more than 15 minutes**.

As thanks for your time completing a survey, I will be conducting a lottery to distribute ten $25 Amazon gift certificates.

Please click on the link below to take the survey, or copy and paste into your browser:

http://www.surveymonkey.com/s/Social_Justice_in_Social_Work_Education

Thank you for your assistance with this research!

You will not be contacted again regarding this study.

Simon Funge, MSW
Doctoral Candidate
Department of Social Welfare
Luskin School of Public Affairs
University of California, Los Angeles
3250 Public Affairs Bldg., Box 951656
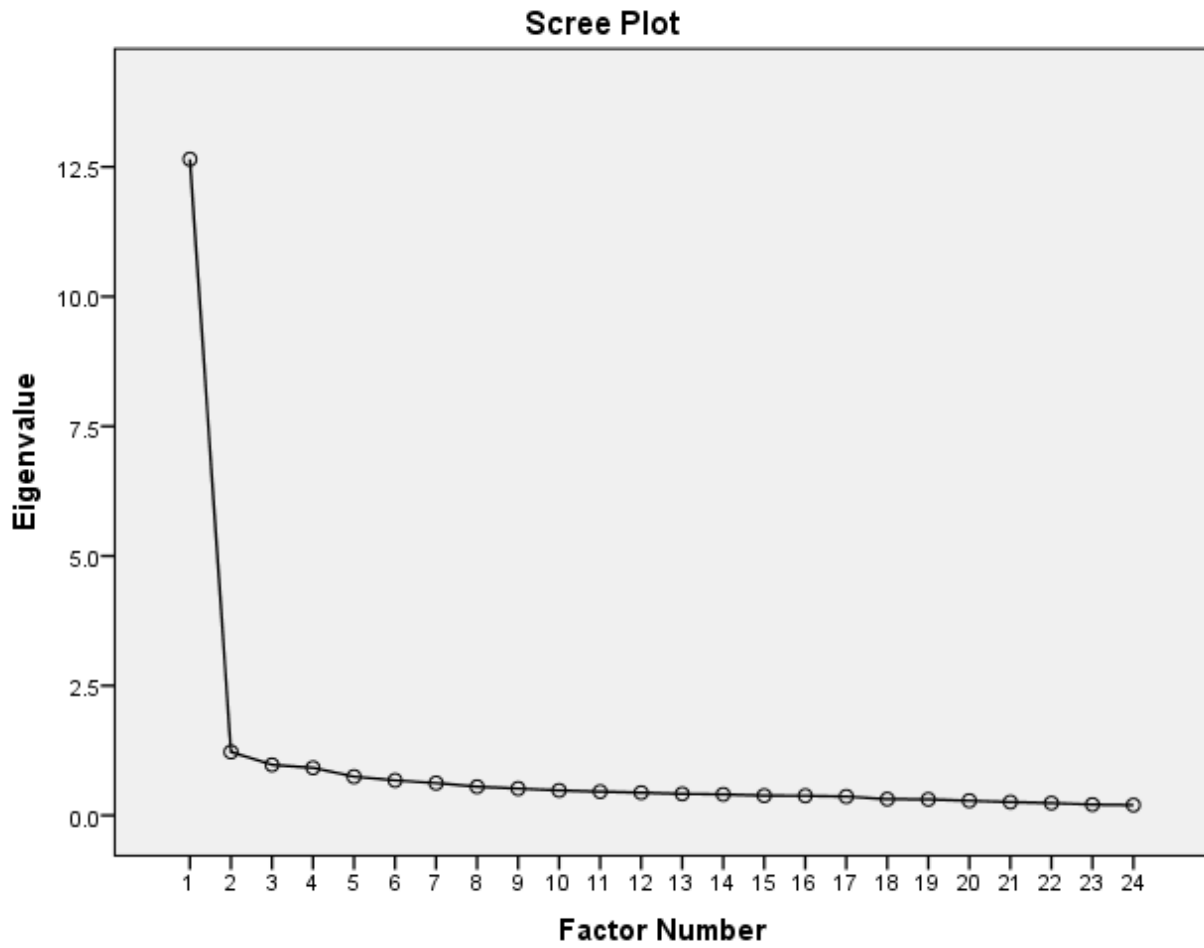Los Angeles, CA 90095-1656
Tel: 562.985.2109
sfunge@ucla.edu

Figure 5. Scree plot based on a principle axis factor analysis with varimax rotation for 24

teaching efficacy items (N = 471)

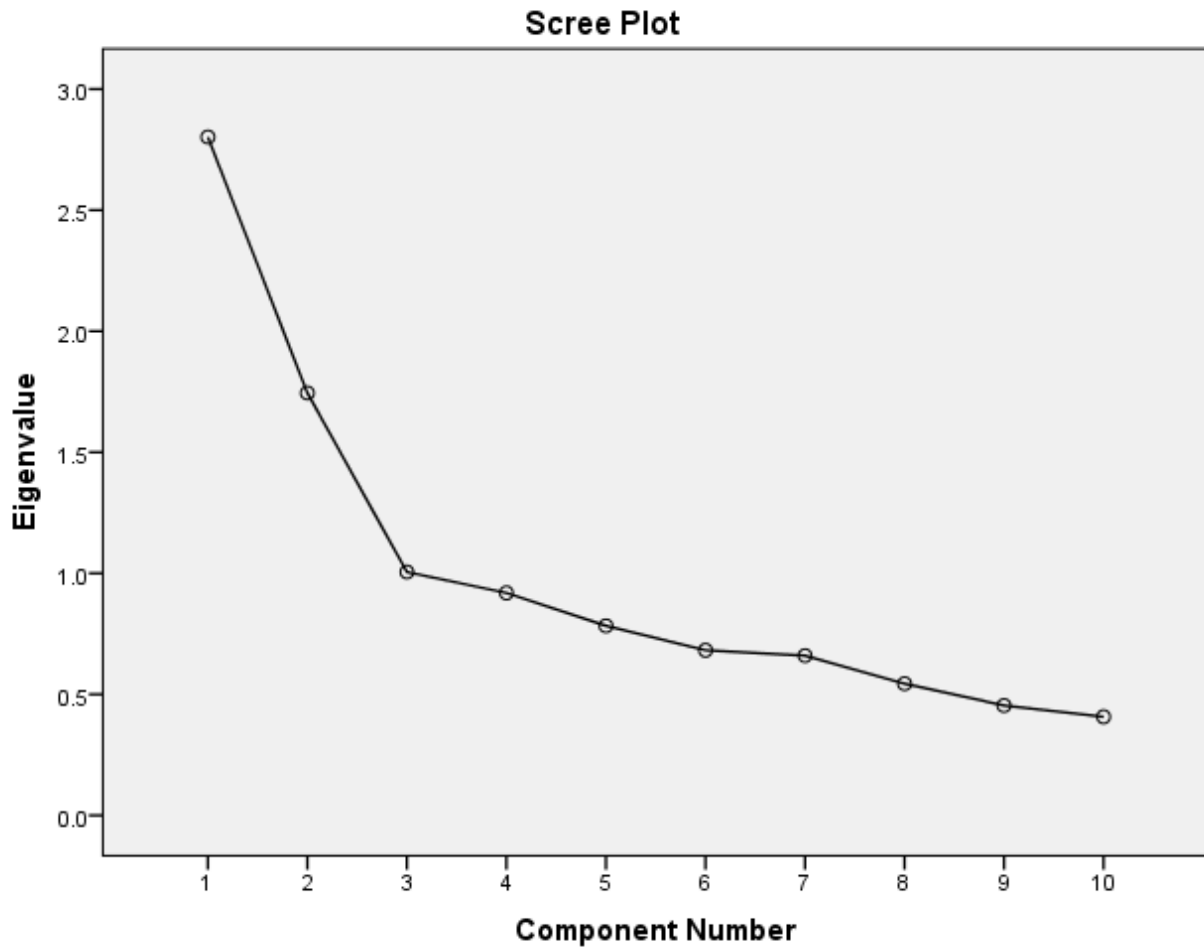*Figure 6.* Scree plot based on a principle components analysis with varimax rotation for 10 educational context items (N = 477)

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Table 21

Professional Characteristics: Groups Taught and Courses Taught

	n	%
Groups taught		
BSW Only	99	18.8
MSW Only	79	15.0
PhD/DSW Only	22	4.2
BSW and MSW	221	42.0
BSW and MSW and PhD	47	8.9
MSW and PhD Only	29	5.5
Unknown	29	5.5
Courses taught		
Human Behavior in the Social Environment	256	48.7
Micro-practice	305	58.0
Macro-practice	247	47.0
Policy	236	44.9
Research	208	39.5
Other	168	31.9
Unknown	27	5.1

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Table 22

Institutional Characteristics: Location of Social Work Program by CSWE-Region and Program Size

|	*n*	%
Region		
1 (New England: CT, ME, MA, NH, RI, VT)	22	4.2
2 (Northeast: NJ, NY, PR, VI)	37	7.0
3 (Mid-Atlantic: DE, DC, MD, PA, VA, WV)	37	7.0
4 (Southeast: AL, FL, GA, KY, MS, NC, SC, TN)	92	17.5
5 (Great Lakes: IL, IN, MI, MN, OH, WI)	87	16.5
6 (South central: AR, LA, NM, OK, TX)	66	12.5
7 (Mid-central: IA, KS, MO, NE)	35	6.7
8 (North-central: CO, MT, ND, SD, UT, WY)	9	1.7
9 (West: AZ, CA, HI, NV)	47	8.9
10 (Northwest: AK, ID, OR, WA)	20	3.8
Unknown	74	14.1
Number of faculty members		
Fewer than six faculty members	147	27.9
Six to ten faculty members	99	18.8
More than ten faculty members	252	47.9
Unknown	28	5.3
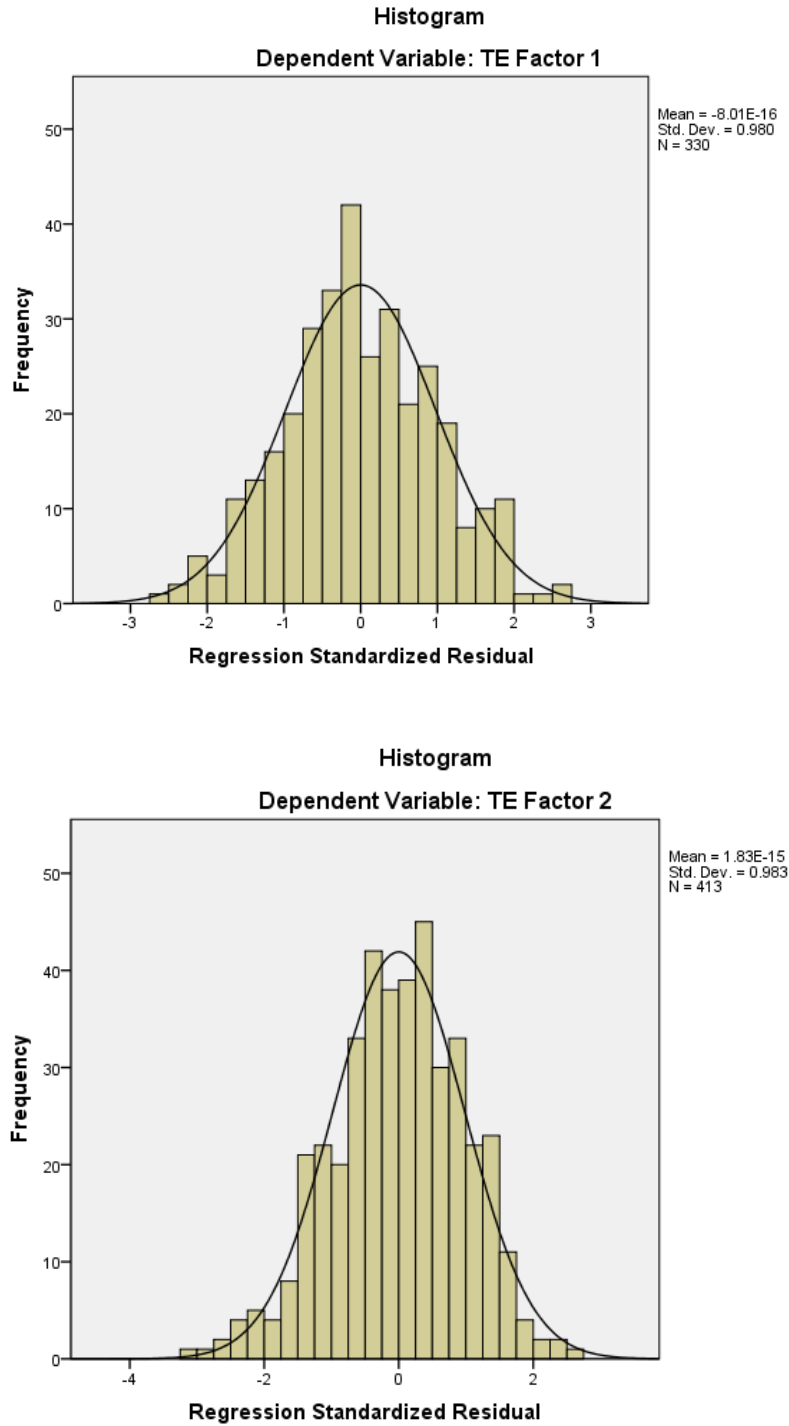
Figure 7. Distribution of standardized residuals associated with Teaching Efficacy Factors 1

(*Facilitating student engagement*) and 2 (*Encouraging student understanding*)
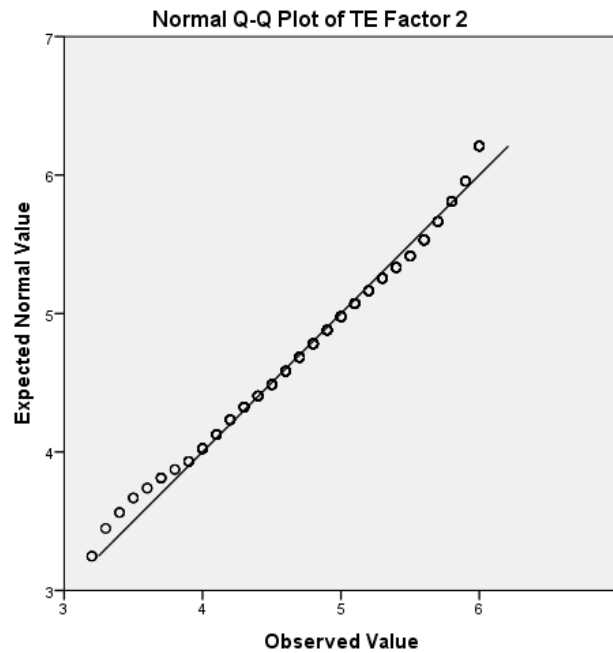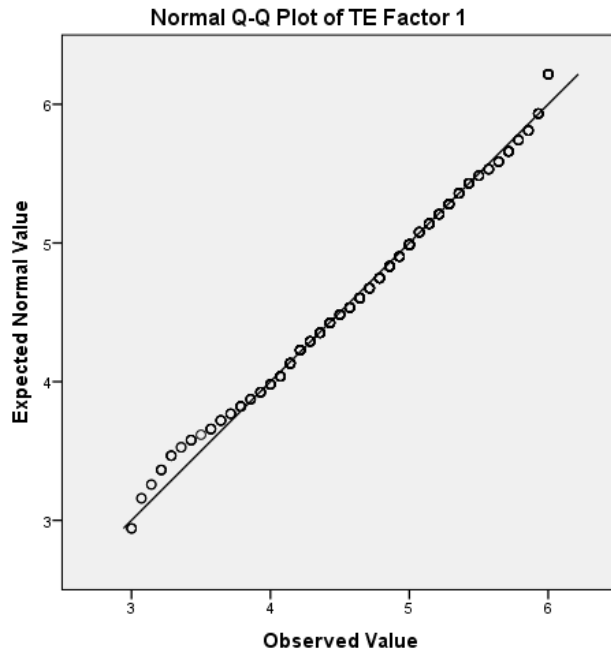
Figure 8. Normal Q-Q plots associated with Teaching Efficacy Factors 1 (*Facilitating student*

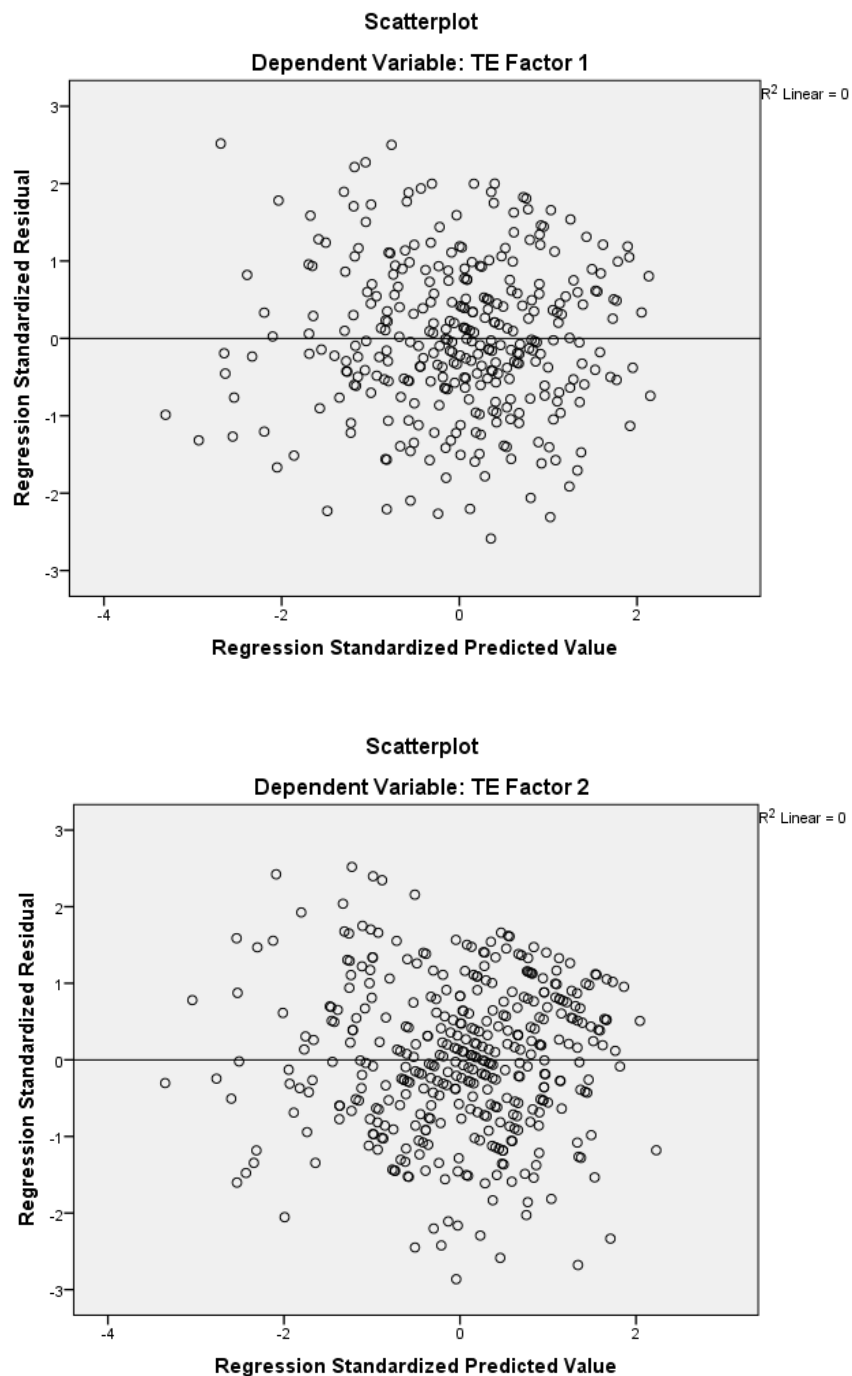*engagement*) and 2 (*Encouraging student understanding*)

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APPENDIX I

Figure 9. Scatterplots of residuals against predicted values associated with Teaching Efficacy

Factors 1 (*Facilitating student engagement*) and 2 (*Encouraging student understanding*)

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