

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**DEPARTMENT OF SOCIAL WORK**

**RETENTION, TENURE AND PROMOTION POLICY\***

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Office of Academic Affairs

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## Department of Social Work

### Retention, Tenure, and Promotion Policy

#### 1.0 Department Mission

The social work profession is based on a commitment to philosophical and practice principles of justice, equity, freedom, and the right to self-determination. The primary values of the profession include recognizing the uniqueness, dignity, and worth of individuals; strengthening the family and support systems of individuals; assisting individuals, groups, and communities to fulfill their potential; preserving cultural diversity and individual differences; advocating for needed social changes; and active promotion of equal opportunity and material welfare for all.

The educational programs of the Department of Social Work are directed toward helping students acquire the knowledge and values of the profession. The goals of the graduate (MSW) social work program are to provide students with analytic skills for autonomous cross cultural practice; values and ethics; an area of concentration; and the knowledge and experience to contribute to the development of the profession's practice base. The goals of the baccalaureate (BASW) social work program are to provide knowledge and skills for generalized practice with diverse populations; and exposure to professional values and ethics. The department's program objectives are accomplished through an integration of the information and theories taught in the classroom with supervised practical experience in human service agencies.

## 2.0 General Principles

2.1 The university, and the College of Health and Human Services Retention, Tenure, and Promotion policies shall take precedent over departmental policies.

2.2 The department director shall ensure that all tenured and probationary faculty receive copies of departmental, college, university, and trustee regulations on retention, tenure, and promotion no later than completion of the second month of their initial appointment contract.

2.3 The department director shall provide all tenured and probationary faculty a copy of all amendments to department, college, university, and trustee regulations on retention, tenure, and promotion within one month of the date they go into effect.

2.4 The department's retention, tenure, and promotion committee may not consider evidence related to a candidate's performance that is in violation of California state university trustee, university, or college policy.

2.5 The department's retention, tenure, and promotion committee shall host a meeting during the first month of each academic year for the purpose of reviewing current RTP policies, procedures, and deadlines. All departmental tenured and probationary faculty will be invited to the meeting.

2.6 The department director and the chair of the RTP Committee shall assist candidates for retention, tenure, and promotion by interpreting relevant documents, and by providing advice regarding the review process.

2.7 Utilizing a three year cycle, the department director shall appoint an ad-hoc committee comprised of three tenured and/or probationary tenure track faculty to evaluate the department's retention, tenure, and promotion document. The results of the committee's findings shall be reported in writing to the

faculty.

### 3.0 Evaluation of Faculty Performance

3.1 Faculty performance shall be evaluated in three broad Categories: teaching effectiveness; scholarly and creative activities; and services to the department, college, university, professional, and geographical communities.

A. Candidates for tenure or promotion are expected to demonstrate competence in all three evaluative categories. Teaching is the most important category. However, each tenured and probationary faculty member may determine at the time of review, whether or not they prefer scholarly and creative activity, or service as the second most important criterion in assessing their performance, or whether these should be equal. If a faculty person chooses to forego exercising this option, the categories, and their relative importance will be as follows: teaching effectiveness, then scholarly and creative activity and service will be equal.

B. It is the responsibility of the candidate for retention, tenure, or promotion to provide evidence of his or her performance in each of the evaluation categories.

C. Satisfactory performance in all three evaluative categories is necessary for a positive recommendation of retention, tenure, or promotion.

D. Outstanding performance in all three evaluative categories is necessary for a positive recommendation of early tenure or promotion.

E. Only those activities completed or in which substantial progress has been made during the candidates probationary period will be evaluated for retention and tenure; and only those activities completed or in which substantial progress has been made while within the present rank will be evaluated

for promotion.

F. The possession of the doctorate is a normal prerequisite for the promotion beyond the rank of assistant professor. Exceptions may be made based on recommendation of the department RTP committee.

3.2 Criteria for the evaluation of the faculty members' teaching effectiveness, scholarly and creative activities, and services are discussed in Sections A, B, and C. below. The criteria for assessing performance in each of the evaluative categories is divided into essential and enhancing components. Essential criteria describe the nature and level of performance required of all departmental faculty. Enhancing criteria establish standards by which faculty, following diverse career and scholarly paths, are evaluated beyond the essential criteria.

#### A. Teaching Effectiveness

Because the primary mission of the university is teaching at the undergraduate and graduate levels, substantial evidence of effectiveness as a teacher is necessary to merit a positive recommendation of retention, tenure, or promotion. Teaching effectiveness may be reflected in a variety of instructional and instructionally related activities, such as classroom teaching; curriculum development; student advising and mentoring; development of teaching techniques to enhance student learning; and related activities including students.

A.1. Essential Criteria: Teaching effectiveness will be evaluated in terms of the following dimensions: Pedagogical approach and method, students' and professional participants' evaluation of instruction, and ongoing development as a teacher and in the profession.

#### Pedagogical Approach and Method

Instructional methods should be appropriate to courses taught, departmental, and Council on Social Work Education accreditation standards. Course materials should be current, comprehensive, and objectively cover required content areas. The course design should convey the goals, objectives, requirements, method of delivering the instruction, and grading practices.

A variety of data sources will be utilized to evaluate the degree to which the candidates pedagogical approach and teaching method satisfies departmental and CSWE accreditation standards. These sources may include, but may not be limited to an assessment of course materials (e.g. course outline, handouts, examinations, exercises), grading practices relative to departmental and college colleagues, and a peer evaluation of the candidate's teaching based on one to two classroom visits with prior notice.

#### Evaluations of Instruction

Student course evaluation data and letters from students will be used to assess their perceptions of teaching effectiveness. These data will be subjected to peer evaluation and compared to normative departmental and college student teaching evaluations. Evaluations of training offered to community based professional participants will also be considered.

#### Ongoing Development as a Teacher and Professional

This evaluative standard includes activities designed to keep abreast of new professional developments within one's area of expertise, and efforts made to enhance the candidate's ability to more effectively address salient aspects of teaching such as classroom communication. The pattern of ongoing development as a teacher should be described in a narrative developed by candidates supported by exemplary materials. The narrative may include, but is not limited to, practice related development and enhancement;

documentation of consultation interaction with colleagues or staff at the Faculty Development Center regarding pedagogical issues, or test construction; participation in specialized seminars, workshops, or conferences; documentation of efforts to share materials with colleagues or to contribute to curricular development beyond courses taught; enrollment in courses or certificate programs; or involvement in mentoring relationship which provided opportunities for professional development.

#### A.2 Enhancing Criteria

The candidates may enhance their achievement as effective teachers in a variety of ways. The following examples are illustrative, not exhaustive, of the possibilities. Faculty may develop creative methods of teaching content that enhances learning; training films; student mentoring activities; department or college presentations that demonstrate creative methods of addressing the learning needs of student groups, instructional issues, or concerns; development of new curriculum; and development of collaborative projects (e.g., publications, workshops, conferences, grants) with students.

#### B. Scholarly and Creative Activities

##### B.1. Essential Criteria

Faculty are expected to develop and sustain an ongoing program of scholarly and creative activity that demonstrates intellectual and professional growth over time. Faculty scholarly and creative activities must result in some product which can be judged by peers and disseminated. Faculty scholarly activities may be designed to expand the profession's knowledge base by providing new discoveries; expanding existing information; developing practical applications of existing knowledge; or developing new insights or methods of integrating what is currently known in their disciplinary area, or with respect to topic or issue of concern. Evidence of a candidate's program of scholarly and creative activities may include, but is not

limited to, articles in refereed journal publications, books, chapters in books, papers presented to professional societies and organizations, funded research projects and program grants, and editorship of refereed professional publications.

### B.2 Enhancing Criteria

Faculty may enhance their scholarly and creative achievements with substantial records of peer reviewed professional activities and products. Such activities and products may include: development of agency/organizational training manuals or other training materials, textbooks, policy documents, evaluation or program implementation/assessment protocols; specialized agency presentations; editorial assignments; funded project/grant evaluations; submitted but not yet approved scholarly documents or grants; and appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations.

### C. Service

As included in 3.1, professional service includes activities that contribute to the development and accomplishment of departmental, college, university, and community goals. Community service is an expected facet of the department's service component.

#### C.1 Essential Criteria

All faculty are expected to participate actively in the process of faculty governance, as well as human service, and professional social work organizational activities. Evidence of professional service may include participation on departmental, college, and university committees, commissions, or task forces; holding elective or appointed office within local, state, or national professional organizations; membership on professional organization committees; agency board or committee membership; and community board, commission, task force, or committee memberships; and consulting with social work agencies in one's areas

of expertise.

## C.2 Enhancing Criteria

Faculty may enhance their service achievements with active involvement in activities such as authorship of documents, or development of materials pertinent to the university, college, or department's mission; sponsorship, or serving as advisor for student and alumni groups; and human service consultations, media interviews, articles, and/or editorials.

## 4.0 Evaluation

4.1 The department shall provide a comprehensive assessment each year of all candidates for reappointment leading to tenure as a means of apprising probationary faculty members of their strengths, and areas of needed improvement

4.2 The quality of faculty performance is the most important element to consider in evaluating individual achievement Both essential and enhancing criteria are evaluated in the context of the mission of the department and the college, and the professional interest of the individual faculty member.

4.3 In order to present their achievements in the most coherent intellectual and professional context, candidates are urged to present a written narrative describing their work in each of the categories to be evaluated. The narrative is Intended to serve as a guide to reviewers in understanding the faculty member's professional goals and values as they relate to the essential and enhancing criteria and the mission of the department, college, and university. All supporting materials should be referenced and clearly explained.

4.4 Neither the department committee nor the director shall use any evidence bearing on a decision concerning a candidate unless that evidence was shared with the candidate.

4.5 Candidates for retention, tenure, and promotion must receive a copy of the committee's recommendation within the time frame specified by university policy, and must be provided an opportunity to meet with the committee for the purpose of discussing their report.

#### 5.0 Department RTP Committee

5.1 The department RTP Committee shall include three tenured full-time faculty at the rank of professor. Committee members shall be elected by a majority vote of full-time tenured and tenure track faculty for staggered two-year terms.

5.2 Membership on the RTP Committee is restricted to two consecutive terms.

5.3 The department RTP Committee shall be elected during the spring semester preceding the fall term in which they will serve.

5.4 Faculty who are on full-time leave, or full-time reimbursed service may not serve on the department RTP committee.

5.5 If a member of the department RTP committee is elected to serve on the college committee, that member shall no longer serve on the department committee, and a departmental election shall be held to replace that person as soon as possible.

5.6 The department director shall not be a member of the RTP committee.

5.7 The department director shall make an independent recommendation on all retention, tenure, and promotion decisions.

5.8 Questions regarding the interpretation of all sections of the department's RTP document fall within the purview of the RTP committee.

#### 6.0 Amendments to the department RTP Policy.

6.1 Existing or subsequent provisions of the department RTP policy that are in conflict with provisions of the university, college, or the California State University Memorandum of Understanding shall be inoperative.

6.2 The department RTP policy may be amended by a motion initiated by the RTP committee, RTP document evaluation subcommittee, or by a petition initiated by a full-time tenured and tenure-track faculty, and signed by a simple majority of full-time tenured and tenure-track faculty.

6.3 Motions or petitions to amend the department RTP policy must be approved by a simple majority of full-time tenured and tenure-track faculty.

6.4 Tenured and tenure-track faculty, including those on leave are eligible to vote on department RTP policy decisions.

6.5 Voting on department RTP policy amendments shall be by mailed ballot.

#### 7.0 RTP Committee Responsibilities and Procedures.

7.1 The department RTP committee shall adhere to the retention, tenure, and promotion responsibilities and procedures specified in the policies of the university, college, and Memorandum of Understanding for Unit 3 faculty between the Trustees of California State University and the California Faculty Association.

