

**California State University
Long Beach
College of Health and Human Services
School of Social Work**

**Reappointment, Tenure, and
Promotion (RTP) Policy**

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School of Social Work

Reappointment, Tenure, and Promotion (RTP)

Policy

Introduction and Role of RTP Policy

This document establishes the mission and guiding principles for the evaluation of tenured and probationary faculty members eligible for reappointment, tenure, and promotion within the School of Social Work. It specifies the process by which faculty and the duly elected School Reappointment, Tenure, and Promotion Committee, as well as the candidate. (This document may include wording from the CSULB University RTP Policy (PS 23-24) and the RTP Policy of the College of Health and Human Services (11/4/24). Where portions of the University policy and CHHS Policy are inserted for clarity, attribution is presented in *italics* throughout.)

1.0 Guiding Principles

1.1 University and College of Health and Human Service Missions

California State University, Long Beach is a diverse, student- centered, globally engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching; research, scholarly, and creative activities (RSCA); and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world (2023).

In service to the university's mission, the CHHS aims to convene and partner with the communities we serve to transform lives and advance health and human services. The mission of the CHHS is to cultivate a supportive and inclusive environment that promotes the success of diverse students, faculty, and staff through high-impact student-centered learning, innovative research and scholarship, and service that improves the quality of life and holistic wellbeing of all the communities. (2024).

1.2 School Mission and Goals

The mission of the School of Social Work at the California State University, Long Beach (CSULB), both the Bachelor of Arts in Social Work and Master of Social Work programs, is to provide professional social work education and advance social work knowledge that inspires critical thinking and lifelong learning among students who will serve in diverse social work practice areas and roles; engage in collaborative research to contribute to the well-being of populations that are vulnerable and oppressed; advocate for social, racial, and economic justice; advance human rights; and strengthen our communities through meaningful partnership.

The School is committed to recruiting and maintaining faculty who are highly skilled, and who demonstrate excellence in teaching, as well as in research and scholarship, to advance the profession's knowledge base. The service of the faculty to students, the University, communities, and the profession of social work has been well documented. The primary mission of the School of Social Work is to educate a diverse student group for BASW and MSW entry into the profession who can demonstrate competent and ethical social work practice with diverse populations in systems of all sizes based on interventions that reflect state of the art an evidence-based knowledge.

In addition, the mission of the School, for faculty, students and graduates is to engage in activities to promote social justice; to enhance the quality of life for all persons; to advocate for the elimination of poverty, oppression, and discrimination and to take leadership roles in the development of effective service delivery systems.

The School has distinct and combined goals for the BASW and MSW programs. The combined goals are overarching and apply to both programs. To fulfill its mission, the School 's goal for both programs is to provide a dynamic curriculum, including practicum internships, that teach social work attitudes, knowledge, and skills for strength-based and evidence-based practice. The focus in both programs is on diverse systems of all sizes: individuals, families, groups, organizations and agencies, communities, and institutions.

Our programs strive to prepare social workers to evolve from learners to autonomous, self-reflective professionals attuned to the values and ethics of the profession. We are committed to the principle that all persons are entitled to equal access to societal opportunities, resources, and services. Students are prepared for practice in a rapidly changing social and economic environment, characteristic of the Los Angeles region and beyond.

The curriculum is designed so that, upon graduation, our students can:

- 1) Demonstrate a commitment to advocating for and providing resources and opportunities to vulnerable and at-risk populations, while considering the perspectives and needs of persons of differing ages, cultures, ethnicities, genders, religions, and sexual orientations, as well as physical or mental abilities and national origins or ancestries.
- 2) Be providers of and advocates for responsive human services and maintain respect for the worth and dignity of all persons and their right to individual choices, while conducting themselves ethically and in accordance with the National Association of Social Workers (NASW) Code of Ethics.
- 3) Recognize the impact of social, economic, and environmental forces on communities while assessing and responding to the strengths and needs of client populations using skills in social policy formulation, political processes, and advocacy; students are also able to respond to emerging social problems

and concerns that result from rapidly changing local, state, national, and global issues.

- 4) Respond confidently to change, integrate evidence-based knowledge into their practice, conceptualize principles for practice, and confront the difficult ethical dilemmas that may be inherent in practice.

Another School goal is to infuse professional social work practice into public social services, educational institutions, and state and local agencies. The School actively engages in ongoing consultation, research and program development with public, for-profit/proprietary, and nonprofit agencies, and provides educational opportunities for practitioners at all levels. In order to meet these goals, the School of Social Work is committed to fostering the development and involvement of its instructional faculty in maintaining a quality program that is effective in responding to the needs of students, the university community, and surrounding communities.

2.0 General Principles of the Reappointment, Tenure, and Promotion (RTP) Process

2.1 Governing Documents

2.1.1 The School of Social Work adopts this document pursuant to *the mandate of the University RTP Policy and in accordance with the CSU-CFA Collective Bargaining Agreement (CBA)*.

2.1.2 The School of Social Work as an academic unit within the CHHS shall adopt RTP policies that *articulate standards and criteria to be applied in the evaluation of candidates in all three areas of evaluation. The standards adopted at the Department level shall not be lower than College-level standards. If any provision of the Department RTP document, or the RTP document conflicts with any provision within the College or University RTP documents, the conflicting provision shall be severed from the rest of the Department's RTP document and deemed void.*

2.1.3 The School shall provide an evaluation each year of all candidates for reappointment leading to tenure as a means of apprising the probationary faculty members of their strengths and areas of needed improvement.

2.1.4 The quality of faculty performance is the most important element to consider in evaluating individual achievement. Criteria are evaluated in the context of the mission and goals of the School, the College, the University and the professional interest of the individual faculty member.

2.2 Standards

2.2.1 Evaluations and recommendations from the School RTP Committee and

School Director *shall evaluate evidence of a candidate's strengths and weaknesses associated with each of the established standards, not just merely restate or summarize the candidate's narrative. Evaluations shall include an analysis of the candidate's roles, performance, and achievements within the School and the social work discipline.* Prior reviews will be used as one basis for measuring the degree and quality of improvement.

2.2.2 Evaluations of a candidate's record must be guided by the principle that the higher the academic rank, the greater the expectation for demonstrated excellence in teaching, scholarship, and service.

2.2.3 The unique expectations of the profession of social work require that the faculty member keep abreast of scholarly and applied discourse in sub-fields within the profession that are applicable to the faculty member's areas of teaching and research interests.

2.2.4 Candidates for reappointment and/or promotion are expected to have continuously demonstrated positive qualities and behaviors compatible with collaborative governance and mutual responsibility. The expected qualities and behaviors must embrace the intention of empowering, enriching, and supporting students, faculty, staff, the academic unit, College, University and the community. The qualities and behaviors include adherence to School participatory norms, social work ethical standards, and practice principles that reflect collegial and professional behaviors.

3.0 Evaluation of Faculty Performance

3.1 Faculty Performance

Per the University document, the School is responsible for *defining further the standards of excellence and accompanying criteria for reappointment, tenure, and promotion...consistent with the mission and needs of both the university and the college.*

RTP standards and criteria shall articulate expectations for faculty accomplishments in all three areas of evaluation:

- 1) Instruction and instructionally related activities.*
 - 2) Research, scholarly, and creative activities (RSCA).*
 - 3) Service and engagement at the University, in the community, and in the profession.*
- A. Candidates for tenure or promotion are expected to demonstrate competence in all three evaluative categories.
- B. It is the responsibility of the candidate for reappointment, tenure, and/or promotion to provide evidence of their performance in each of the

evaluation categories. To present their achievements in the most coherent intellectual and professional context, candidates are required 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 achievements.

- C. Satisfaction of the expectations in all three evaluative categories is necessary for a positive recommendation of reappointment, tenure, and/or promotion.

3.2. Criteria for Evaluation

Criteria for the evaluation of the faculty members' teaching effectiveness, RSCA, and service are discussed in Sections A, B, and C. below:

A. Instructional Activities

Substantial evidence of effectiveness as a teacher is necessary to merit a positive recommendation of reappointment, tenure, or promotion. *Effective teaching requires that faculty members reflect on their teaching practices and assess their impact on student learning. Thoughtful, deliberate efforts to improve instructional effectiveness that may result in adopting new teaching methodologies are expected of all faculty members. Effective teaching also requires that faculty members engage in professional development activities associated with classroom and non-classroom assignments. Teaching methods shall be consistent with course/curriculum goals and shall accommodate student differences.*

Expectations must be met based on established criteria of teaching effectiveness that may be reflected in a variety of instructional and instructionally related activities such as: *teaching and fostering learning inside and outside the traditional classroom; curriculum development; academic and academic unit advising; supervision of student research, fieldwork, laboratory work; supervision of students in clinical settings; direction of student performances and exhibitions; and related activities involving student learning and student engagement. Additional instructional activities may include, but are not limited to mentoring students, taking students abroad for academic and cultural study, and supervising students in the production of theses, projects and other capstone experiences.*

Teaching effectiveness will be evaluated in terms of the following dimensions: pedagogical approach and method, students' and peer evaluation of instruction, and ongoing development as a teacher and in the profession.

Note: Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the instructional activity.

A.1 Pedagogical Approach and Method

Instructional methods should be appropriate to courses taught and should satisfy

School and Council on Social Work Education (CSWE) 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. *Instructional practices and course materials shall clearly convey to students expected student outcomes and learning goals. Assessment methods should align with instructional practices.*

A variety of data sources will be utilized to evaluate whether or not the candidate's instructional philosophy and teaching method satisfy the School's expectations. These sources may include: an assessment of course materials (e.g., approved standard course outlines, handouts, examinations, exercises), grading practices relative to colleagues, and a peer evaluation of the candidate's teaching based on one classroom.

A.2. Evaluations of Instruction

CHHS policy 2.1. Faculty members in CHHS are expected to demonstrate that they are effective teachers. Instruction and instructionally related activities include teaching and fostering learning inside and outside the traditional classroom. Instructionally related activities include but are not limited to curriculum and course development; academic and academic-unit advising; supervision of student research, fieldwork, laboratory work; supervision of students in clinical settings; direction of student performances and exhibitions; and related activities involving student learning and student engagement. Additional instructional activities may include but are not limited to mentoring students; taking students abroad for academic and cultural study; and supervising students in the production of theses, projects, and other capstone experiences.

All candidates, regardless of rank, must submit the evaluation summary sheets for all the courses in which the university administered SPOT evaluations. These data will be compared to normative School and College student class evaluations. Spot evaluations will not be used as the only measure of teaching effectiveness.

Candidate's teaching effectiveness will also be assessed through peer-review of a candidate's class while in session. Such evaluation will be conducted by peers from the School RTP Committee. Such evaluations of classroom performance will be assessed for standards commensurate with the rank of the candidate:

- (a) Candidates for reappointment must provide evidence of either continued improvement in teaching or a sustained level of high-quality teaching.
- (b) Candidate for tenure and/or promotion to the rank of Associate Professor must provide evidence of a sustained level of high-quality teaching.
- (c) Candidates for promotion to the rank of Professor must provide evidence that the candidate has reached a consistent level of teaching excellence.

Candidates are encouraged to submit additional evidence of teaching effectiveness, including but not limited to evaluations of conference and workshop presentations, training offered to community-based professional participants and letters, citations, or commendations related to teaching effectiveness from students or student groups.

A.3. Ongoing Development as a Teacher and Professional

This evaluative standard includes staying current with professional developments within one's area of expertise and improving teaching effectiveness, particularly in classroom communication.

Candidates should provide a narrative detailing their ongoing development as educators, supported by exemplary materials. The narrative may cover practice-related enhancements, consultations with colleagues or staff at the CSULB Faculty Center for Professional Development on pedagogical issues or test construction, participation in seminars, workshops, or conferences, efforts to share materials or contribute to curricular development, enrollment in courses or certificate programs, involvement in mentoring, and the creation of new instructional programs or materials, including multimedia content. Participation in seminars, workshops, trainings, conferences, course enrollments, or certificate programs should be explained in the narrative and documented in supplementary materials

A.4. Evidence of Teaching Effectiveness

The evaluative standard is intended to assess a Candidate's achievement as an effective teacher. The candidates may provide evidence of achievement as effective teachers in a variety of innovative activities. The following examples are illustrative, not exhaustive, of the possibilities. Faculty may develop creative methods of teaching content that enhance learning; develop training films; engage in student mentoring activities; offer School or College presentations that demonstrate creative methods of addressing the learning needs of student groups; develop means of seeking feedback from students; develop new curriculum; secure grants for class enhancement; collaborate in creative community partnerships in benefit to student learning; present juried poster sessions or presentations on teaching innovations; and develop collaborative projects (e.g., publications workshops, conferences, grants, independent research projects) with students. Candidates are encouraged to provide a narrative describing any extraordinary characteristics of the learning environment that may have impacted student evaluations or other evidence presented.

B. Research, Scholarly, and Creative Activities (RSCA)

Faculty are expected to develop and sustain an ongoing program of research, scholarly and creative activity that demonstrates intellectual and professional

growth over time which reflects increasing leadership in the discipline commensurate with rank. Research, scholarly, and creative activities must result in publications and other professional documents that can be disseminated and judged by peers. 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. RSCA contributions may be assessed for disciplinary impact, impact on students and/or impact on the greater community. Despite the range of possible activities noted below, the candidate is apprised that none of these activities, however, supplant the requirement that candidates produce peer-reviewed publications in discipline appropriate venues.

Note: Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the research activity.

B.1 Refereed Journal Articles

Candidates should elaborate on the characteristics of the journal to demonstrate its quality. Key factors to consider are the journal's peer-review process, the impact factor of the journal, contribution of the research to the discipline, and candidates' contributions to the development of the article.

B.2 Books and/or Chapters in Books

Evidence may include the academic standing of the publisher, published reviews, and evidence of readership (e.g., size of the press run, sales, course adoptions) and citation frequency.

B.3 Contributing Authorship

Where the publication is not a sole-authored work, the amount or nature of the candidate's contributions must be specified and described relative to other collaborative authors.

B.4 Sponsored Research

Evidence of the application for, or the securing of, external funds to support scholarly research.

B.5 Conference Presentations and Conference Proceedings

Evidence may include presentations in peer-reviewed symposia, paper presentations, conference proceedings, and poster presentations. Evidence should include the peer review process used for the conference, and the scope of the professional organization sponsoring the conference (i.e., international, national,

regional, or local.)

B.6 Additional Evidence of Scholarly Activities

Candidates are encouraged to submit additional evidence of scholarly activities, including, but not limited to the following: development of agency or organizational training manuals or other training materials; textbooks; policy documents; evaluation or program implementation/assessment protocols; conference roundtables, and poster sessions 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 panel presentations where the role of the candidate is explicated.

B.6. an Invited Publications and/or Presentations

The candidate should include the stature of the editor of the special issue or book; the stature of other contributors to the publication; the academic standing of the publisher; the scope of the professional organization extending the invitation; and the number of invited colloquia given at the College/University level. Presentations of poster sessions may also be included with appropriate descriptions of the content and scope and stature of the professional organization hosting the presentation or poster session.

B.6.b Editorial Roles

These activities may include actions as an editor-in-chief, associate editor, contributing editor, or assistant editor; guest editor for a special issue of a journal; membership on an editorial board; invitations to serve as an ad hoc reviewer on journal submissions; membership on a grant review panel; and invitations to serve as an ad hoc reviewer for grant applications.

B.6.c Professional Consulting Activities

Evidence should include consulting activities during the review period. Additionally, professional documents, such as technical reports, curricula, presentations, or other deliverables, should be included.

B.6.d Professional Honors, Awards, and Other Forms of Recognition

The Candidate may submit evidence of election as an officer of a professional organization by providing description and scope of the organization; recognition through a fellowship status in a professional organization; awards, prizes, and other forms of recognition; and should also include a description of the scope of the international, national, regional, or local organization granting the recognition.

C. Service

Service includes activities that contribute to the development and accomplishment of School, College, University, and professional human service and community goals. *All CHHS faculty members are required to participate collegially, constructively, and respectfully in the process of faculty governance through service to their academic units, the college and the university.*

Additionally, CHHS faculty members are expected to provide quality service and leadership in the community and/or to profession.

Note: Within their narratives, candidates must disclose and describe whenever activities include reassigned time or compensation, including details about the expectations or goals of the service activity.

C.1 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 School, 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 or providing specialized training services to social work agencies in one's areas of expertise. Candidates are encouraged to provide a narrative elaborating on specific leadership roles and professional contributions made in any of the above activities. The expectations regarding the depth of service involvement depend upon faculty rank and experience:

- (a) During the first three years of probationary appointment, faculty members are not required to participate in college and university service; however, they are expected to perform quality service at the academic unit level.
- (b) For tenure and promotion to the rank of Associate Professor, faculty members are required to make quality service contributions to their academic unit and to the college by taking leadership roles and serving on labor-intensive committees. Additionally, candidates for tenure and promotion to the rank of Associate Professor must have made quality service contributions to the community and/or to the profession.
- (c) For promotion to the rank of Full Professor (consistent with University and College policy) faculty members are required to have provided significant, quality service and leadership in their academic unit, college, and at the university, as well as a sustained pattern of quality service contributions either in the community or to the profession.

C.2 Additional Evidence of Service Achievement

Faculty may strengthen their service achievements with active involvement in activities such as authorship of documents, or development of materials pertinent to the University, College, or School 's mission; sponsorship, or serving as advisor for student and alumni groups; mentoring of faculty; and human service consultations, collaborations, and partnerships. Media interviews, articles, and/or editorials that advance social work knowledge and research and/or promote the image of the profession are also considered evidence of service. Advocacy of social work ideals and values through the use of electronic media will also be considered.

4.0 Appointment and Promotional Criteria

All tenured and probationary faculty undergo performance review and evaluation. Probationary faculty members are evaluated each year. During years when the candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will undergo periodic review. Tenured faculty members are evaluated every five (5) years.

The following actions apply to candidates who are appointed at the rank of Assistant Professor with no service credit, and to candidates who are post-tenure. Actual timelines may vary according to level of appointment and service credit.

4.1 New Probationary Faculty

Probationary faculty with zero years of service credit at the time of their appointment are eligible to file a Professional Development Plan (PDP) in their first year of appointment, in lieu of a mini review. The PDP is an articulation of the new faculty member's professional goals, areas of interest, and accomplishments that they expect to achieve in each of the three areas of evaluation: teaching, scholarly and creative activities and service. The decision to complete a mini review in lieu of a PDP may be made by the School Director and the Dean in consultation with the faculty member. The PDP is an opportunity to "self-assess" and to clarify University, College and School expectations and goals for the candidate. Teaching evaluations summaries for the first semester must be included with the PDP.

4.2 Evaluation of Probationary Faculty (Mini Review)

In the first and second years of service, the annual evaluation takes the form of a periodic review. The periodic review provides the candidate with feedback on progress toward tenure. The periodic review is conducted by the School RTP committee, the School chair, and the college dean. The periodic review provides guidance for professional development, especially regarding the candidate's progress toward reappointment and, later, tenure. While such reviews do not result in any job actions (e.g., reappointment, tenure, or promotion) these evaluations will monitor the candidate's progress towards tenure. Based upon criteria established by the School and the College, a candidate for reappointment must show evidence of progress in all three areas of evaluation.

4.3 Reappointment, Tenure, and Promotion Reviews

In the third year of service, the annual evaluation takes the form of a reappointment review. Successful candidates are reappointed for one, two, or three years. In the first and second years of reappointment (or fourth and fifth years of continuous service), the annual evaluation takes the form of a periodic or reappointment review, as appropriate. In the third year of reappointment (or the sixth year of continuous service) the annual evaluation takes the form of a tenure review, which may also be a review for promotion. A probationary faculty member may request consideration for early tenure and promotion prior to the scheduled sixth year review. The candidate for reappointment is expected to demonstrate effective teaching responsive to the learning needs of CSULB's diverse students and to the University's educational mission. The candidate is expected to show progress in their program of ongoing RSCA and to have produced initial scholarly and creative achievements. The candidate is expected to have made service contributions primarily at the departmental or program level and consistent with (School) and College service expectations.

Standards and Criteria for Reappointment in the School of Social Work

Instructional Activities

- The candidate will describe pedagogical practices designed to help all students achieve course learning goals and explain how the university, college, and School values of diversity, equity, inclusion, and accessibility are reflected in instructional practices.
- The candidate will describe teaching documents, such as course syllabi, assignments, or other materials, demonstrating instructional methods aligned with course and curriculum goals and indicating how accommodations are made to address student differences. These materials must be included in the supplemental materials.
- Expected student outcomes, learning goals, and assessment methods should be communicated to students. Assessment methods must align with instructional practices.
- Student evaluations for all courses taught must be included in the supplemental materials and discussed by the candidate in the narrative. The candidate should describe deliberate efforts to improve instruction based on student feedback.
- Grade distributions should be provided for all courses taught, along with a reflection on consistency with colleagues teaching at the same level.
- Candidates should demonstrate how peer evaluation feedback was used to reflect on and improve instruction. All prior evaluations must be included in the supplemental materials.
- If candidates provided student advising or served as faculty advisors for student organizations, the narrative should describe this. Supplemental

materials should include examples of student orientations, capstone supervision, or other mentoring activities held outside the classroom.

- Documentation of professional development activities that enhance teaching a diverse student population and knowledge in the candidate's professional discipline should be included in the supplemental materials. The narrative should explain how new learning has been incorporated into teaching practices and course content.

Research and Scholarly Activities (RSCA)

- The candidate will identify a research area as part of an ongoing research agenda.
- A plan for early RSCA products and activities, with anticipated timelines, will be outlined.
- The candidate will describe scholarly accomplishments achieved during the first three years of the probationary period. The candidate should have completed 2 scholarly works, peer-reviewed journal articles, or equivalent peer-reviewed disseminated works for example, funded grant proposals (internal or external), and published book chapters. It is strongly recommended a minimum of one such scholarly work be a peer-reviewed journal article.
- Evidence of completed work must be submitted in the supplemental materials.
- Candidates will submit works in progress to demonstrate a plan for ongoing RSCA accomplishments.
- The candidate will discuss the impact of their work in the narrative and may document impacts with letters from colleagues or others in the field.
- In co-authored work cases, the candidate must document their role and contributions to the project.
- The candidate will describe their commitment to public scholarship and community engagement—for example, by presenting at conferences, submitting grant proposals, publishing white or grey papers, and disseminating public reports.
- The candidate should explain how their research aligns with university, college, and School values related to diversity, equity, inclusion, and accessibility.

Service Activities

- Service in the School is typically demonstrated by participating in 2-3 committees, initially as a member and later taking on leadership roles.
- Examples of service at the Reappointment stage (1-3 years) include involvement in sequence committees, admissions evaluations, and the Student Affairs Committee.
- Leadership roles may involve writing or revising course assignments and syllabi within a sequence committee or as chair or co-chair of a School committee.

- Candidates may also contribute to School activities such as presenting at faculty meetings, leading student orientations, or participating in culminating projects and graduation events.
- Service activities should be documented in the narrative, with supporting evidence such as the committee chair or School Director's letter confirming participation. Additional letters from colleagues familiar with your work can provide further context and explain your contributions.
- The narrative should clearly articulate the significance of your contributions to the School, college, university, and community/profession.
- Candidates should also describe how their service aligns with university, college, and School values related to diversity, equity, inclusion, and accessibility.

4.4 Awarding of Tenure

The awarding of tenure represents the University's long-term commitment to a faculty member and is granted when the candidate has demonstrated the ability to make ongoing and increasingly distinguished professional contributions to the University and to the profession. Tenure is based on a candidate's demonstration of a sustained record of high-quality scholarship over multiple years and provision of evidence leading to the belief that a candidate will continue to be productive. Tenure is not based solely on the quantity of scholarly output, courses taught, or committees on which one has served. The candidate must present evidence of meeting the required tenure criteria in all three areas of evaluation as established in the RTP policies of the Department, College, and the University. For review of an Assistant Professor, tenure, and promotion to Associate Professor normally are awarded together.

4.5 Appointment/Promotion to Associate Professor

An Associate Professor is expected to be an excellent teacher who is highly effective in the classroom, fosters quality learning experiences, and is responsive to the needs of CSULB's diverse students and to the University's educational mission. At this rank, the faculty member is expected to have a successful and ongoing program of RSCA. The candidate is expected to have produced high-quality peer-reviewed work, which contributes to the advancement, application, or pedagogy of their discipline or interdisciplinary field of study. The candidate is expected to have made high-quality service contributions to the academic unit, the College and the University.

Standards and Criteria for Tenure/Promotion to Associate Professor in the School of Social Work

Instructional Activities

- The candidate will describe pedagogical practices that support all students in achieving course learning goals and explain how the university, college, and School values of diversity, equity, inclusion, and accessibility are reflected in instructional practices.
- The candidate will provide teaching documents, such as course syllabi, assignments, and other materials that demonstrate instructional methods aligned with course and curriculum goals. These materials should also show how accommodations are made to address student differences. These documents must be included in the supplemental materials.
- Expected student outcomes, learning goals, and assessment methods must be communicated to students. Assessment methods should align with instructional practices.
- Student evaluations for all courses must be included in the supplemental materials and discussed in the candidate's narrative. The candidate should describe deliberate efforts to improve instruction based on student feedback.
- Grade distributions for all courses should be provided, along with a reflection on their consistency with colleagues teaching at the same level.
- Candidates must demonstrate how peer evaluation feedback has been used to reflect on and improve instruction. All prior peer evaluations must be included in the supplemental materials.
- As a candidate for tenure or Associate Professor, the candidate should comprehensively review their strengths, weaknesses, and improvements during their probationary period. If student or peer evaluations reveal a pattern of concerns, the candidate should explain their challenges in teaching and how they have sought training or mentorship to address those areas.
- The candidate should reflect on how their teaching has evolved during the probationary period, incorporating new learning from teaching experience and professional development in best teaching practices.
- If the candidate has provided student advising or served as a faculty advisor for student organizations, the narrative should describe this. Supplemental materials should include examples of student orientations, capstone supervision, or other mentoring activities outside the classroom.
- The supplemental materials should include documentation of professional development activities aimed to enhance teaching for a diverse student population and advance knowledge in the candidate's discipline. The narrative should explain how new learning has been integrated into teaching practices and course content.

Research and Scholarly Activities (RSCA)

- The candidate will describe their ongoing research agenda and area of special competence.

- A plan for future RSCA products and activities, with anticipated timelines, must be outlined.
- The candidate will describe scholarly accomplishments achieved during the first five years of the probationary period. By the tenure/Associate Professor review, the candidate should have **5** completed scholarly works, peer-reviewed journal articles, or equivalent peer-reviewed disseminated works, for example, funded grant proposals (internal or external), and published book chapters. Evidence of completed work must be submitted in the supplemental materials. It is strongly recommended that a minimum of **two** such scholarly works be peer-reviewed journal articles.
- Of **five** completed scholarly works, it is strongly recommended that at least **one** is first- or second- authored, demonstrating leadership in writing and conceptualizing research.
- Candidates will submit works in progress (future plans) to demonstrate a plan for ongoing RSCA accomplishments.
- The candidate will discuss the impact of their work in the narrative and may document such impacts as impact factors, citations, use of the candidate's scholarly work, and letters from colleagues or others in the field.
- In co-authored work cases, the candidate must document their role and contributions to the project. The candidate should take leadership (first authorship) on one of their publications relevant to their area of special competence.
- The candidate will describe their commitment to public scholarship and community engagement, for example, by presenting at conferences, submitting grant proposals, publishing white or grey papers, and disseminating public reports.
- The candidate should explain how their research aligns with university, college, and School values related to diversity, equity, inclusion, and accessibility.

Service Activities

- Service in the School is typically demonstrated by participating in **2-3** committees each year as a member and taking a leadership role (chair/co-chair) at least in **one** of the committees.
- Service in the College/University is expected by participating in **1-2** committees/task forces as a member or by taking a leadership role.
- Service in the Community/Professional is expected by participating in **one** committee/task force/activity as a member or by taking a leadership role.
- Examples of service at the Tenure/Promotion to Associate Professor Review include involvement in more labor-intensive School committees, such as the Strategic Planning, Diversity Committee, Curriculum Committee, where there are more extensive time commitments. Additionally, work at the college and university levels should be at the membership level. Professional or community service activities should be

at a beginning level, such as serving as a community or professional organization member.

- Leadership roles may involve serving as chair or co-chair of a School committee and mentoring other faculty by service as a course lead.
- Candidates may also contribute to School activities such as leading student orientations and organizing School activities such as culminating projects and graduation events.
- Service activities should be documented in the narrative, with supporting evidence such as the committee chair or the School Director's letter confirming participation. Additional letters from colleagues familiar with your work can provide further context and explain your contributions.
- The narrative should clearly articulate the significance of your contributions to the School, college, university, and community/profession. Further, service activities should include advocacy and representation at the College and University levels, ensuring these priorities align with those of the School of Social Works's priorities.
- Candidates should also describe how their service aligns with university, college, and School values related to diversity, equity, inclusion, and accessibility.

4.6 Appointment/Promotion to Professor

Standards for promotion to Full Professor shall be higher than standards for promotion to Associate Professor. A Full Professor is expected to demonstrate a consistent record of excellence in teaching, student engagement, and curricular development. The successful candidate will have a proven program of RSCA that includes high-quality contributions to the advancement, application, or pedagogy of their discipline or interdisciplinary fields of study. The candidate is expected to have disseminated a substantial body of peer-reviewed work at the national or international levels. In addition, a Full Professor shall have provided significant service and leadership at the University and in the community or the profession. An Associate Professor becomes eligible for promotion review to Full Professor in the fifth year at the associate rank. A tenured Associate Professor may seek early promotion to Full Professor prior to the fifth year in rank. A tenured faculty member may choose not to be evaluated for promotion in a given year; however, the faculty member will still be required to undergo the five-year periodic evaluation of tenured faculty.

Standards and Criteria for Promotion to Full Professor in the School of Social Work.

Instructional Activities

- The candidate will describe pedagogical practices that support all students in achieving course learning goals and explain how university, college,

and School values of diversity, equity, inclusion, and accessibility are reflected in instructional practices.

- The candidate will provide teaching documents, such as course syllabi, assignments, and other materials, demonstrating instructional methods aligned with course and curriculum goals. These materials should also show how accommodations are made to address student differences. These documents must be included in the supplemental materials.
- Expected student outcomes, learning goals, and assessment methods must be communicated to students. Assessment methods should align with instructional practices.
- Student evaluations for all courses taught must be included in the supplemental materials and discussed in the candidate's narrative. The candidate should describe deliberate efforts to improve instruction based on student feedback.
- Grade distributions for all courses taught should be provided, along with a reflection on their consistency with colleagues teaching at the same level.
- Candidates must demonstrate how peer evaluation feedback has been used to reflect on and improve instruction. All prior evaluations must be included in the supplemental materials.
- As a candidate for professor, the individual should comprehensively review their strengths, weaknesses, and improvements since promotion to Associate Professor. If student or peer evaluations reveal a pattern of concerns, the candidate should explain their challenges in teaching and how they have sought training or mentorship to address those areas.
- The candidate should reflect on how their teaching has evolved by incorporating new learning from both teaching experience and professional development in best teaching practices and in their discipline.
- If the candidate has provided student advising or served as a faculty advisor for student organizations, the narrative should describe this. Supplemental materials should include examples of research mentoring, capstone supervision, or other mentoring activities outside the classroom.
- The supplemental materials should include documentation of professional development activities to enhance teaching for a diverse student population and advance knowledge in the candidate's discipline. The narrative should explain how new learning has been integrated into teaching practices and course content.

Research and Scholarly Activities (RSCA)

- The candidate will describe scholarly accomplishments since tenure/Associate Professor review. The candidate should have 6 completed scholarly works, peer-reviewed journal articles, or equivalent peer-reviewed disseminated works, for example, funded grant proposals (internal or external), and published book chapters. Evidence of completed work must be submitted in the supplemental materials. It is strongly recommended a minimum of three such scholarly works be peer-reviewed journal articles. _

- Of six completed scholarly works, it is strongly recommended that at least **two** are first- or second- authored, demonstrating leadership in writing and conceptualizing research.
- Candidates will submit works in progress to demonstrate a plan for ongoing RSCA accomplishments.
- The candidate will discuss the impact of their work in the narrative and may document impacts with letters from colleagues or others in the field.
- The candidate will discuss the impact of their work in the narrative and may document impacts with letters from colleagues or others in the field.
- In co-authored work cases, the candidate must document their role and contributions to the project.
- The candidate will describe their commitment to public scholarship and community engagement, for example, by presenting at conferences, submitting grant proposals, publishing white or grey papers, and disseminating public reports.
- The candidate should explain how their research aligns with university, college, and School values related to diversity, equity, inclusion, and accessibility.

Service Activities

- Service in the School is typically demonstrated by participating in **3-4** committees each year, including one or more labor-intensive committees, as a member and taking a leadership role (chair/co-chair) in at least **two** committees, with the noted impact of that work at the School level.
- Examples of service for Promotion to Professor include participation in more labor-intensive committees, such as the Curriculum, Search, and RTP Committees, which require more significant time commitments. Professional or community service should also include leadership roles, such as chairing or co-chairing a committee or membership or serving on advisory boards, community organizations, or professional task forces.
- Leadership roles may involve developing course materials, assignments, and syllabi within a sequence committee, chairing or co-chairing a School sequence committee, or mentoring other faculty as a course lead.
- Candidates may also contribute by leading student orientations or organizing School activities such as culminating projects and graduation events.
- Service activities should be documented in the narrative, with supporting evidence such as letters from committee chairs or the School Director assessing the candidate's contributions. Additional letters from colleagues familiar with your work can provide further context.
- The narrative should clearly explain the significance of your contributions to the School, profession, college, university, and community. Supplemental documentation should be included.
- Service at the college and university levels is mandatory. Service in the College is expected by participating in **one** committee as a member or by

taking a leadership role. Service in the University is expected by participating in **one** committee as a member or by taking a leadership role with documented impacts of service.

- Service at the Community or Professional level is mandatory. Service at the Community or Professional level is expected by participating in **one** committee/task force/activity as a member or in taking a leadership role. Examples of service for Promotion to Full Professor include participation as a presentation/journal article reviewer, editorial board member, editor, conference organizer, community board member, advisory board member, and program evaluator.
- Candidates should describe how their service aligns with the university's, college's, and School's values related to diversity, equity, inclusion, and accessibility.

4.7 Early Tenure or Early Promotion

In accordance with the University RTP document, early tenure and early promotion are granted **only in exceptional circumstances** and for compelling reasons. A potential candidate should receive initial guidance from the School Chair and College Dean regarding the criteria and expectations for early tenure and early promotion. Assistant Professors may apply for early promotion, early tenure, or both. Tenured Associate Professors may apply for early promotion to Full Professor. However, non-tenured associate professors may not apply for early promotion to Full Professor without also seeking early tenure. Early tenure may be **granted in rare cases** when a candidate demonstrates a record of distinction in all three areas and superior accomplishments significantly beyond what is expected for tenure on the standard six-year timeline. The candidate's record must establish compelling evidence of **distinction in all areas** and must inspire confidence that the pattern of strong overall performance will continue. In addition, candidates for early tenure are encouraged to participate in the **external evaluation** process according to the Academic Senate policy on external evaluation. To receive a favorable recommendation for early promotion to Associate Professor or Full Professor, a candidate must achieve a record of distinction in all three areas of evaluation that clearly exceeds in substantial ways the requirements established in the School and college policies.

Standards and Criteria for Early Tenure/Promotion to Associate Professor or Full Professor in the School of Social Work

Early tenure and promotion require a candidate to show extraordinary achievement in research, teaching, and service, well beyond the expectations for someone at their career stage. Faculty members who achieve early tenure or promotion are typically recognized as leaders in their fields, with a proven track record of success and significant promise for future contributions.

Outstanding Teaching

- High-quality instruction and mentoring, demonstrated through student evaluations, peer reviews, and teaching awards.
- Evidence of innovation in teaching and curriculum development.
- Positive feedback from students and colleagues, for example, outstanding prior reviews and student evaluations.
- Positive evaluations and peer reviews indicating strong engagement with students and innovative approaches to pedagogy.

Exceptional Research or Scholarly Work

- Publication of a significant body of work beyond what is required at the standard time of review. (e.g., peer-reviewed articles).
- Recognized impact in the field, often demonstrated through citations, awards, or other external validation.
- Evidence of sustained, high-quality research and potential for continued scholarly productivity.
- Strong letters of recommendation from external experts in the field who can attest to the candidate's achievements and potential.
- Groundbreaking work or significant contributions to the field.
- External grant funding.

Exceptional Service to the School, College, and University

- **Significant service** to the department, college, or university by taking on **leadership roles**, such as committee chairs or significant administrative duties beyond those required at the standard time of review.
- Active participation in university initiatives, professional organizations, and outreach efforts.
- Significant service to the profession and community, such as committee work, organizing conferences, or leadership roles in professional organizations.
- Contribution to the broader field, such as through editorial board memberships or leadership in academic societies.
- A demonstrated growing reputation (**national/international recognition**) in the field, often reflected in invitations to speak at major conferences, prestigious awards, to be an external reviewer for Ph.D. dissertations, or collaboration with other leading scholars.

4.8. Joint Appointment

The School shall use the existing criteria of each academic unit to evaluate the individual holding joint appointment pursuant to current Academic Senate Policy.

5.0. Responsibilities in the RTP Process

5.1 The Candidate

5.1.1 The initial responsibility to ensure compliance with RTP policies and deadlines rests with the candidate. The candidate is responsible for initiating the School RTP process by following all published time frames for the handling of documents to be reviewed. To be considered for any RTP personnel action, the candidate must submit an RTP file.

5.1.2 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 expectations of the School, College, and University. All supporting materials should be referenced and clearly explained.

5.1.3 Candidates may request a meeting to review recommendations with both the academic unit RTP Committee and Director of their academic unit. Candidates have the contractual right to respond in writing to these recommendations.

5.1.4 The candidate may request an external evaluation consistent with current Senate policy and the CBA.

5.1.5 Prior to the final decision, candidates for promotion may withdraw without prejudice from consideration at any level of review.

5.1.6 At all levels before recommendations are forwarded to a subsequent review level, candidates may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) calendar days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the candidate's file and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended.

5.1.7 All candidates are expected to comply with the policies set forth in the University, College and School RTP policy. As such, all candidates are encouraged to review the policies pertinent to each level of review.

5.2 The School RTP Committee

5.2.1 The School RTP Committee must include at least three full-time, tenured faculty members at the rank of Professor. Additional committee members may be tenured faculty members who serve as Associate Professor; however, Associate Professors cannot participate in decisions related to candidates for Full Professor.

A majority vote of tenured and probationary faculty shall elect the RTP Committee members.

5.2.2 Faculty participating in the Faculty Early Retirement Program (FERP) may serve on the School RTP committee if requested by the majority vote of tenure-track and tenured faculty members of the School and approved by the President. However, RTP committees may not be made up solely of faculty participating in the FERP. Members of the FERP must be active during the entire academic year in which the review takes place.

5.2.3 If a member of the School RTP Committee is elected to serve on the College Committee, that member shall no longer serve on the School Committee, and an election shall be held to replace that person as soon as possible. No one individual may participate in the evaluation of any single candidate in more than one level of review.

5.3 The School Director

5.3.1 The School Director shall ensure that all tenured and probationary faculty receive copies of departmental, College, and University policies on reappointment, tenure, and promotion.

5.3.2 The School Director shall meet with the School RTP Committee prior to the beginning of the School evaluation process to review the School, College, and University processes and procedures.

5.3.3 The School Director shall assist candidates for reappointment, tenure, and promotion by reviewing relevant documents and by providing explanation of the review process.

5.3.4 The School Director may serve as a member of the RTP Committee.

5.3.5 The School Director may make an independent recommendation on all reappointment, tenure, and promotion decisions, unless serving as a member of the RTP Committee.

5.3.6 At all levels of review, before recommendations are forwarded to a subsequent review level, faculty unit employees shall be given a copy of the recommendation and the written reasons, therefore. The faculty unit employee may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten **(10)** days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File and also be sent to all previous levels of review.

6.0. Timelines for RTP Actions

Each academic year, the University Division of Academic Affairs provides notification of the timelines for the RTP process, deadlines for the submission of the candidate's materials, dates for the open period, deadlines for completion of all reviews by all RTP review levels, and the timeline for final decision notification to the candidate consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).

6.1 The School shall post a list of candidates being considered for reappointment, tenure, or promotion with guidelines to the open period. A copy of all information submitted during the open period will be provided to the candidate and will be included in the candidate's file.

6.2 The candidate prepares review materials and submits them to the School RTP Committee by the University-established deadline.

6.3 The School RTP Committee reviews the candidate's materials and submits its written recommendation to the next level of review by the established deadline. At each level of review, the candidate shall have the right to provide a rebuttal/response in writing no later than ten (10) calendar days following receipt of the recommendation.

6.4 The School Director, if eligible, reviews the candidate's materials and may provide an independent written evaluation and recommendation to the next level of review by the established deadline.

6.5 The College of Health and Human Services' (CHHS) RTP Committee reviews the candidate's materials and written recommendations and provides an independent recommendation and forwards all materials to the Dean of the CHHS.

6.6 The Dean of the CHHS reviews the materials and forwards their written review to the office of the Provost.

6.7 The Provost reviews the candidate's materials and provides an independent written recommendation to the President who has the authority to make the final decisions for the University. The President, or Provost as their designee, notifies the candidate of the final decision regarding reappointment, tenure, and/or promotion by established deadlines.

7.0 Amendments to the School RTP Policy

7.1 Existing or subsequent provisions of the School RTP policy that are in conflict with provisions of the University, College, or the California State University Memorandum of Understanding shall be inoperative.

7.2 The School RTP policy may be amended by a motion initiated by the RTP Committee, RTP document evaluation subcommittee, or by a petition initiated by

a tenured and probationary faculty member and signed by a simple majority of tenured and probationary faculty.

7.2.1 Motions or petitions to amend the School RTP policy must be approved by a simple majority of tenured and probationary faculty.

7.2.2 Tenured and probationary faculty, including those on leave or in FERP capacity, are eligible to vote on School RTP policy decisions.

7.2.3 Voting on School RTP policy amendments shall be by mailed ballot.

7.2.4 Amendments must be approved by a simple majority of votes cast by tenured and probationary faculty, and approved by the Faculty Council, the Dean, and the provost.