# Faculty Personnel Policies and Procedures

**School of Social Work**  
**California State University, Chico**  
Faculty Personnel Policies and Procedures

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SECTION I.   INTRODUCTION

The School of Social Work Faculty Personnel Policies and Procedures document has been developed in accordance with the University’s Personnel Policies and Procedures (FPPP) http://www.csuchico.edu/hr/Documents/VPHR-FPPP.pdf and the Collective Bargaining Agreement Memorandum of Understanding (CBA) http://www.csuchico.edu/vpaa/wasc/cpr/CFRs3/CBA.html. It outlines standards, policies, and procedures that take into consideration the unique qualities and needs of the School of Social Work as a professional program within the University.

All faculty members are required to contribute to the development of the School of Social Work and its programs. The tasks and duties around these responsibilities will be given significant weight in the retention, tenure and promotion process.

SECTION II. PURPOSES

The Personnel Plan’s purposes are:

A. To delineate policies and procedures related to the
   ■ Retention, tenure and promotion of faculty
   ■ Evaluation of part-time faculty
   ■ Fifth year evaluation of tenured faculty
   ■ Evaluation of the directors of the School, the BSW and MSW programs, and Field Education
   ■ Evaluation and recommendation of faculty for Salary Service Increases
   ■ Evaluation and recommendation of part-time faculty for Range Elevation

B. To support the programmatic needs and personnel considerations delineated by, and inherent in, the School’s Academic Master Plan.

SECTION III.   ASSUMPTIONS

Mission of the School of Social Work

The mission of the School of Social Work is to provide high quality social work education for generalist social work practice at the baccalaureate level, advanced practice and leadership at the master’s level, and high quality general education courses. Our intent is to educate social work practitioners at both levels who are ethical, knowledgeable, and versatile in serving rural and urban areas throughout the region and state. Through collaborative efforts with community service agencies, social work professionals and organizations, the program educates social workers who will become lifelong learners and culturally competent practitioners who will work to promote social and economic justice in an increasingly complex, diverse, and interconnected world.
A. The Personnel plan must support the School of Social Work’s programmatic needs which are based on this mission.

B. The School of Social Work will devote the majority of its resources to the development of the bachelor and master degree programs because of the increasing need for social workers throughout the region, state, and nation.

C. The faculty/student ratio shall not exceed 25:1 in the BSW program or 12:1 in the MSW program to comply with Council on Social Work Education accreditation standards created to ensure quality professional education.

D. The social work faculty is committed to the spirit and practices of Affirmative Action (EM-99-24). There shall be no discrimination based upon ethnicity, national origin, sexual orientation, religion, gender, physical ability, veteran’s status, or age in any personnel action, including recruitment, appointment, teaching performance review, retention, tenure, promotion, the granting of leaves, and/or any disciplinary or grievance action.

SECTION IV. THE PERSONNEL COMMITTEE

A. Responsibilities. The Personnel Committee is entrusted with

- evaluating faculty performance based on Retention, Tenure and Promotion (RTP) procedures.
- recommending qualified faculty for appointment, retention, tenure, and promotion.
- conducting Fifth-Year Evaluation of Tenured Faculty.
- implementing procedures for review of the directors of the School, the BSW and MSW programs, and Field Education.
- implementing Salary Step Increase (SSI) procedures.
- implementing Range elevation policies and procedures for temporary faculty.
- reviewing annually the Personnel Plan for its currency with program needs and consistency with the FPPP.

B. Membership

The Director of the School may be part of the Committee. Tenured faculty members are eligible to serve on the committee and there must be a minimum of three members. The Committee may be augmented with faculty from other departments in closely related disciplines when necessary. Each spring semester, the Personnel Committee will determine the maximum number of committee members needed for the next AY per number of faculty review/reports.

All tenured faculty members may serve on the Personnel Committee unless they serve on a personnel committee at a different level within the University. Faculty members being considered for promotion may serve on the Personnel Committee,
but must excuse themselves from any aspect of the Committee’s evaluation of their case. Faculty members on leave for any part of the academic year may serve on the Personnel Committee if elected and they make themselves available for all Committee activities and deliberations during the entire review cycle. Faculty members on the Faculty Early Retirement Program (FERP) may serve if elected and the Dean approves, and they are employed during the entire portion of the review cycle for which the committee is responsible.

In promotion considerations, peer review committee members must have a higher rank/classification than those being considered for promotion.

C. Procedures
1. The tenured and probationary faculty of the School of Social Work will elect by majority vote the Personnel Committee members, including external members when the number of tenured School faculty eligible to serve on the committee is two or less. Upon receiving their permission, faculty may nominate in writing potential external members. Elections will be held by secret ballot.

2. The committee shall elect annually a chair and a secretary from its membership.

3. The chair of the Personnel Committee is the individual who will deal with any issues regarding actions of the Personnel Committee or assignment of tasks. Unresolved issues will be handled by the director of the school.

4. All Personnel Committee meetings shall be in executive session.

5. Minutes shall include: time, place, date of meeting, members present and absent, and action taken. No discussion of proceedings regarding retention, tenure, or promotion of candidates shall be recorded.

6. Faculty under review are responsible for providing the committee chair with a list of university and community individuals who may write letters that speak to their contributions to the profession, teaching, scholarship, service, and professional growth.

7. Parties submitting written and signed statements about a faculty member under review will be informed that their statement will be reviewed by the faculty member under review.

8. It is the responsibility of the Chair of the Personnel Committee to contact the references in #7 above.
9. The Personnel Committee will assign faculty to conduct classroom visitations of members under review and write a report of their observations. A minimum of two class visitations annually are required (CBA).

10. Faculty may request the Committee change the member assigned to observe their class(es). Faculty will submit in writing this request to the Chair of the Committee. The request and resulting change to another tenured faculty member, if granted, will be reflected in the minutes.

11. Probationary faculty are encouraged to request additional faculty, such as mentors or master teachers, to observe their class(es) and submit a written report(s).

12. Faculty will be interviewed by the Personnel Committee and School Director prior to their final deliberation on personnel recommendations.

13. Personnel interviews for faculty under review listed in A 1-7 will be recorded in writing and filed with the College office.

14. Once recommendations are finalized, faculty shall be informed in writing of their strengths as well as any and all areas needing improvement in their performance. The Committee shall establish minimum acceptable improvement guidelines and recommend means by which to achieve such improvement.

D. Regulations
1. Confidentiality shall be upheld.
2. Reports and recommendations shall be submitted only in written form.
3. Reports for probationary faculty shall be submitted electronically to the School secretary who will submit it electronically to the College office.
4. Reports for part-time faculty shall be submitted electronically to the School secretary.
5. Abstentions and minority votes must be submitted in writing.
6. Committee members who generally agree with the evaluations or recommendations, but who wish to submit an additional or alternative analysis and/or interpretation, may submit a concurring report.
7. A quorum consisting of a majority of the Committee must be present to conduct business.
8. All members must be present to vote on reports and recommendations.
9. Voting will be by secret ballot. No proxies are permitted.

E. Affirmative Action
The Committee must appoint an Affirmative Action Liaison Faculty from its members to ensure compliance with the University and the School’s Affirmative Action guidelines and plans.
SECTION V. RETENTION, TENURE AND PROMOTION

A. Terminal Degree

The terminal degree for tenure and promotion in Social Work is an MSW with a minimum of two years post-MSW social work practice experience and a doctorate in social work or closely related discipline. The terminal degree for the Director of Field Education is an MSW and a minimum of five years post-MSW practice experience.

B. General Provisions

While effective teaching is the primary, essential, and minimum criterion for success in this University, the School of Social Work recognizes that there are various ways for faculty to contribute to the University and to achieve professional success. Various types of accomplishments are valued and candidates are not expected to excel in all areas in order to be retained, tenured, or promoted. To some extent, exceptional performance in one area may compensate for lesser contributions in other areas (FPPP). For retention, tenure or promotion to associate and full professor, candidates will be evaluated in instruction, professional growth and achievement, other contributions to the university, and contributions to strategic plans and goals of the school, college, and university.

C. Procedures

The Director of the School and the Chair of the Personnel Committee shall inform candidates of their need to create and maintain a Working Personnel Action File/Dossier (WPAF) and inform them of the types of material to be included. The Director will also provide candidates with a copy of the CV guidelines and discuss its use in retention, tenure and promotion. Following an informational meeting, candidates will sign a statement verifying they have been informed about these matters (FPPP). The Director of the School and the Personnel Committee Chair will assist candidates in making certain their Working Personal Action Files (WPAF) accurately reflect their full performance record. However, ultimately, it is the candidates' responsibility to include all material favorable to retention, tenure, and/or promotion in their WPAF (FPPP). Candidates should refer to the FPPP to assure that all required documents are submitted. Those documents shall include a copy of the School standards, their CV, an index of all material in the dossier and WPAF, a narrative, and support material.

See attachment regarding College Personnel Action File (PAF) and Working Personnel Action File/Dossier (WPAF) (from BSS College Personnel File and Personnel Process)

D. Evaluation
Faculty will be evaluated on their teaching effectiveness as a primary consideration for retention, tenure and promotion. Superior or effective teaching is necessary for retention and tenure if they have also made contributions in the areas described under Professional Growth and Achievement, Other Contributions to the University and Community, and Contributions to the Strategic Plans and Goals of the School, College and University.

1. Instruction.
   This section includes contributions to the creation and support of innovative, high-quality, student-centered learning environments in the classroom and in the practicums. The following areas related to instruction demonstrate the complexity of teaching roles. All activities relevant to a candidate’s instructional assignment identified in the following matrix must be considered in the evaluation process.

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<td>-selected syllabi</td>
<td>-artifacts of high quality student products</td>
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<td>-graded (A,B,C) papers and assignments</td>
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<td>-evidence of students achieving course competencies</td>
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<td>-self assessment of teaching</td>
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<td>-evidence of development or refinement of teaching materials over time</td>
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<td><strong>A. CREATIVITY AND INNOVATIONS</strong></td>
<td><strong>B. OUTCOMES ASSESSMENT</strong></td>
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<td>-demonstrates competence in five areas addressed on BSS classroom evaluation instrument -recognized for outstanding performance or leadership in teaching, mentoring or curriculum development</td>
<td>-verbal feedback to students that facilitates their learning -encourages student interactions -content related to course objectives -teaching methodology appropriate to course objectives</td>
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<td><strong>COURSE SYLLABI</strong></td>
<td>-demonstrates current SWRK knowledge -evidence of student products that support course objectives -evidence of development of teaching materials -current reading lists and/or bibliographies -assignments appropriate for course objectives -gives students choices where appropriate</td>
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<td>Sources of Evidence</td>
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<td><strong>A. CREATIVITY AND INNOVATIONS</strong></td>
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<td>-uses teaching methodology appropriate to course objectives</td>
<td>-evaluations by agency field instructors indicating exceptional performance</td>
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<td><strong>STUDENT ACHIEVEMENT</strong></td>
<td><strong>STUDENT EVALUATION OF TEACHING</strong></td>
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<td>-innovative student products generated through: Honors, community projects, independent study, theses, etc. that demonstrate superior performance</td>
<td>-documents quality of instruction through qualitative and quantitative means</td>
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- Evaluation of a faculty member’s instructional performance will be judged according to the following categories:

**Superior:** The evidentiary record unambiguously demonstrates the candidate’s professionalism and exceptional skill as an educator with respect to materials, activities, and standards for teaching listed under Sources of
Evidence of Effective Instruction. Faculty member almost always connects theory to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of social work knowledge, skills and values. In addition to effective teaching modalities and strategies for educating social work students, the faculty member consistently demonstrates use of the seven principles of good teaching practice adopted by the university.

**Effective:** The evidentiary record unambiguously demonstrates the candidate’s professionalism and skill as an educator with respect to materials, activities, and standards for teaching listed under Sources of Evidence of Effective Instruction. Faculty member frequently connects theory to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught, and maintains effective interactions with students that support their acquisition of social work knowledge, skills and values. In addition to effective teaching modalities and strategies for educating social work students, the faculty member generally demonstrates use of the seven principles of good teaching practice adopted by the university.

**Adequate:** The evidentiary record demonstrates the candidate’s limited but acceptable level of performance as an educator with respect to materials, activities, and standards for teaching listed under Sources of Evidence of Effective Instruction. Faculty member attempts to connect theory to practice and to content in other courses where appropriate, demonstrates currency and clarity of knowledge in courses taught and maintains effective interactions with students that support their acquisition of social work knowledge, skills and values. In addition to making some attempt to use effective teaching modalities and strategies for educating social work students, the faculty member demonstrates an acceptable use of the seven principles of good teaching practice adopted by the university.

**Minimal:** The evidentiary record demonstrates the candidate’s very limited level of performance as an educator with respect to materials, activities, and standards for teaching listed under Sources of Evidence of Effective Instruction. Faculty member makes little attempt to connect theory to practice and to content in other courses where appropriate, demonstrates lack of currency and clarity of knowledge in courses taught and does not maintain effective interactions with students that support their acquisition of social work knowledge, skills and values. The faculty member makes limited use of effective teaching modalities and strategies for educating social work students, and does not demonstrate use of the seven principles of good teaching practice adopted by the university.
Inadequate: The evidentiary record (or lack of documentation) demonstrates the candidate has an unacceptable level of performance as an educator with respect to materials, activities, and standards for teaching listed under Sources of Evidence of Effective Instructions. Faculty member makes no attempt to connect theory to practice and to content in other courses where appropriate, demonstrates lack of currency and clarity in course taught, and does not maintain effective interactions with students that support their acquisition of social work knowledge, skills and values. The faculty member does not make use of effective teaching modalities and strategies for educating social work students, and does not demonstrate use of the seven principles of good teaching practice adopted by the university.

- **Sources of Information**

It is the responsibility of the candidate to submit appropriate qualitative evidence from the following sources.

a. Formal classroom visitations and evaluations conducted by a faculty member assigned by the School
b. Personnel Committee
c. Reports of formal class visitations by other colleagues
d. Reports from colleagues based on team teaching, and guest lectures
e. Audio and/or video tapes or other artifacts of a teaching session submitted by the candidate
f. Student evaluations
g. Evaluations by agency practicum supervisor, when appropriate
h. Course syllabi, bibliographies, examinations and original instructional materials; text selections
i. Self-reflection on the teaching process and individual growth
j. Evidence of the research base being used for each course
k. Samples of student products achieved as a result of instruction
l. Samples of assessment instruments, criteria and methodology

2. Program Directors and Coordinators
Program Directors and Coordinators review course content and conduct observations when needed for update and monitoring program issues. Any class visit will be conducted in the same collegial manner as the Peer Observations.

3. Professional Growth and Achievement
Evidence of professional growth and achievement shall include documentation of involvement in the activities listed below. Growth means movement toward achievement in those areas and is used in retention decisions. Achievements or accomplishments in those areas are used for tenure and promotion decisions. The School of Social Work gives full
recognition to joint and multiple authors. Faculty under review for tenure and promotion must have accomplishments from Area a. They may include accomplishments from Area b as supplementary activities. The Director of Field Education, whose terminal degree is the MSW, shall be evaluated on the criteria outlined under b. The Director of Field, whose terminal degree is the doctorate, shall be evaluated under criteria a and b, but more heavily under b given the nature of the position.

a. Research and publications, grants and contracts: the scholarship of discovery and integration
   - publishing articles in professional refereed journals
   - publishing a book or chapter relevant to the social work profession
   - publishing essays or articles in newspapers or magazines on relevant topics
   - applying for and/or securing an external grant that includes
     - significant scholarship in the proposal or proposal preparation
   - creating films or non-print media
   - having one’s work cited by other scholars or practitioners

b. Professional Social Work Activities: the scholarship of application
   - receiving recognition by agencies, organizations, and/or groups in the community, region, state, nation, or internationally for contributions to the field of social work, the community, or the entity involved
   - presenting at workshops, state or national conferences or conventions
   - serving as an editor of a professional journal or book
   - writing unpublished manuscripts
   - reviewing articles for publication or review book manuscripts for publishers
   - creation of program specific evaluation instruments
   - creation of formal training programs that link academia and community
   - program evaluation (project or agency evaluations, site accreditation or compliance reviews for other institutions)

Faculty members’ professional growth and achievement will be judged according to the following criteria:

**Superior:** Makes substantial contributions to the discovery of new knowledge, theory building and/or practice, or develops new understandings regarding pedagogy in higher education, including social work education; or engages significantly in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages extensively in the scholarship of application of theory and new knowledge to practice.
Effective: Makes contributions to the discovery of new knowledge, theory building and/or practice, or develops new understanding regarding pedagogy in higher education, including social work education; or engages in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages in the scholarship of application of theory and new knowledge to practice. Contributions of faculty members judged to be effective are more limited in scope and influence than those judged superior.

Adequate: Makes some contributions to the discovery of new knowledge, theory building and/or practice, or develops new understanding regarding pedagogy in higher education, including social work education; or engages somewhat in interdisciplinary scholarship and makes connections across disciplines that lead to integration of knowledge and/or practice; or engages at an acceptable level in the scholarship of application of theory and new knowledge to practice. Faculty members whose efforts are judged to be adequate demonstrate promise for continued professional growth in their scholarship.

Minimal: Makes few contributions to the discovery of new knowledge, theory building or pedagogy in higher education, including social work education; or minimally engages in interdisciplinary scholarship and makes few connections across disciplines that lead to integration of knowledge of application of theory and new knowledge to practice; or makes little attempt to engage in the scholarship of application of new theory and new knowledge to practice. Faculty members whose efforts are judged to be minimal demonstrate little or no promise for continued professional growth in their scholarship.

Inadequate: Makes no contributions in any of the above criteria and provides no evidence for professional growth in the area of scholarship.

4. Other Contributions to the University and Community
Faculty under consideration for retention, tenure, and promotion shall be evaluated on their contributions to the School of Social Work, the University, the profession and the community. Evidence of contributions to the school, college, university, profession, and community shall include an assessment of their scope and breadth in maintaining and improving the quality of university life and the discipline.

a. Required
   - membership on university or college committees
   - leadership and membership on school committees
   - substantial effort in maintaining CSWE accreditation standards
   - innovations to the school (i.e. new programs, continuing education, use of technology, distance education, etc.)
community or regional involvement that reflects positively on the university as well as the school
demonstrated willingness to work collaboratively and productively with colleagues. (If this standard is met at a satisfactory level, the school need not address it in the RTP report and recommendations.)
contributions to the student outcomes assessment document

b. Other
- additional contributions in support of the Strategic Plan of the university
- administrative position within the School of Social Work, College or University
- holding membership on boards of social service agencies and organizations
- speaking at community meetings/organizations
- being a committee member for advanced degree students
- giving guest/public lectures
- being an adviser for a student organization
- working with students, staff, and faculty to gain recognition for their exceptional work, achievements, honors, and contributions
- providing social work expertise to organizations, agencies, clients and/or groups
- publishing essays or articles in newspapers or magazines on relevant
- providing training for community, public, or private organizations or agencies which meet community needs
- conducting development and fund-raising activities
- writing significant program development manuscripts
- holding an appointment in a social work education or other professional organization
- holding state, national or international office in relevant professional organizations
- holding professionally related administrative appointments outside the university
- serving as a member of the Board of Behavioral Science Examiners (State Dept of Consumer Affairs) for social work licensing
- serving as a site visitor or other significant leadership position in CSWE
- providing major organizational responsibilities for a state, national or international conference, workshop or training

Faculty members’ contributions to the university, the profession, and the community will be judged according to the following criteria:

**Superior:** Participation/involvement that enhances significantly the missions of the School, College and University and/or strengthening the relationship between the University and the community.
Effective: Participation/involvement that results in enhancing the missions of the School, College and University and/or strengthening the relationship between the University and the community.

Adequate: Acceptable level of participation/involvement that results in enhancing the missions of the School, College and University and/or strengthening to some degree the relationship between the University and the community.

Minimal: Limited participation/involvement which results in enhancing the missions of the School, College and University and results to a limited degree in strengthening the relationship between the University and the community.

Inadequate: No evidence that faculty member has participation or involvement that results in enhancing the missions of the School, College and University and/or strengthening community support of the institution, and/or evidence that faculty member’s involvement reflects negatively on the School, College and University.

5. Contribution to Strategic Plans and Goals of the School, College, and University.

Please refer to the FPPP for this section.

SECTION VI. POLICIES FOR RETENTION, TENURE AND PROMOTION

A. Retention

1. Retention or non-retention of a probationary faculty is based on assessment of their performance. This assessment includes a review of the qualifications beyond the terminal degree.

2. A review of the established criteria as indicated in Sections V.D.1-4 shall be made each year to determine faculty progress towards retention and tenure (see FPPP).

3. Retention shall be reviewed as a progression over the six year cycle toward achieving the instructional skills, professional growth and achievement, participation in university service, the development and maintenance of the School of Social Work and its programs, and competency and willingness to adjust to the master plan.

4. Other requirements as specified in applicable University documents (FPPP and MOU) will be considered in the evaluation.

5. In order to be recommended for retention, faculty must be rated at least effective in teaching and in one of the remaining three areas (FPPP).
B. Tenure

1. **Clear evidence of teaching effectiveness is required.**

2. Various types of accomplishment are valued and candidates are not expected to excel in all areas in order to be tenured; however, candidates must also have accomplishments in “Professional Growth and Achievement,” including publications. Review for tenure should be rigorous in each evaluative area.

3. Time in rank, including credit for prior year(s) of service, is normally expected to follow the guidelines of the University FPPP and MOU documents.

4. Faculty may request in writing to be considered for “early tenure” prior to meeting the required years of service. The requirements specified in the FPPP and MOU are applicable.

C. Promotion to Associate Professor

1. Clear evidence of teaching effectiveness and achievement and in all four areas of evaluation are required.

2. Faculty will normally possess tenure or be awarded tenure simultaneously.

3. Exceptional performance in one area of review may compensate for lesser contributions in other areas of review (FPPP).

4. Faculty must possess the terminal degree and meet the requirements specified under Sections A and B above.

5. Faculty at the top step of their rank shall be reviewed for promotion unless a request in writing is made to postpone consideration.

6. Faculty who do not have normal time in rank or who are not at the top step in his/her rank may request in writing to be considered for "early promotion." The requirements specified in the FPPP and MOU are applicable.

D. Promotion to full Professor

1. Clear evidence of teaching effectiveness and demonstration of achievement in each of the areas of assessment is required.

2. Faculty will have demonstrated substantial professional recognition at and/or beyond the University normally resulting in a superior rating.
3. Exceptional performance in one area of review may compensate for lesser contributions in other areas of review (FPPP).

4. The Personnel Committee will take note of the normal time in rank as one criterion to be considered.

5. Faculty at the top step of their rank shall be reviewed for promotion unless a request in writing is made to postpone consideration.

6. Faculty who do not have normal time in rank or who are not at the top step in their rank may ask in writing to be considered for "early promotion." The requirements specified in the FPPP and MOU are applicable.

**SECTIONS VII. EVALUATION OF TENURED FACULTY**

Tenured faculty who have not been reviewed for five years will be reviewed (20% each year).

A. Committee Membership

1. The Committee for the evaluation of tenured faculty shall be selected from the School Personnel committee and shall be elected according to the guidelines in the FPPP.

2. Faculty members from outside the School, but in closely related disciplines, may serve on the committee.

B. Procedures

1. Reviewees will submit a current curriculum vitae and all pertinent data for the evaluation of teaching and currency in the field, scholarship and creativity, contributions to the School of Social Work and its programs, and service to the University by University deadlines.

2. Other responsibilities identified in the CBA and deemed relevant to the position should also be evaluated.

3. After assessing the data but prior to writing the report, the committee shall interview candidates to clarify any unresolved questions. The report from the School Committee shall be completed and forwarded to the Dean in accordance with the CSU FPPP Schedule.

4. The Committee Chair and the Dean will meet with the faculty under review to discuss the Committee’s and the Dean’s reports.
SECTION VIII: HIRING AND EVALUATION OF TEMPORARY FACULTY

A. Hiring

The School of Social Work maintains the following criteria as the basis for employment in a temporary position. Additionally, the School will comply with university policies of Affirmative Action. All temporary hiring is anticipated to be in direct response to probationary or tenured faculty on leave, released time, assignment elsewhere in the University, or the lack of qualified tenure track applicants to fill a faculty vacancy.

The Director of the School will consult with the BSW, MSW, and Field Director regarding hiring of temporary faculty for their respective programs.

1. Candidates seeking to teach social work courses must possess an MSW and have at least two years professional social work experience in a social service agency following acquisition of the MSW.

2. Candidates will have demonstrated competence as a social work practitioner in the substantive area represented by the course.

3. Disciplinary specialties, skills, and flexibility that coincide with current and future needs of the BSW and MSW program as outlined by the School of Social Work will be considered.

4. Evidence of an ability to communicate effectively orally and in writing is essential.

5. Potential for and commitment to professional social work activities and growth is expected.

6. Evidence of the human relations skills necessary to work effectively with students and colleagues is essential.

7. Placement in the temporary pool will be based on applicants’ resume, application, and satisfactorily meeting the minimum requirements. The application process is open year-round.

B. Evaluation: Procedures

1. All temporary faculty will undergo an annual review for the initial two personnel cycles, followed by biennial rather the annual reviews. If candidates’ course assignments change, the review process returns to the initial two-year annual review followed by either an annual or biennial review cycle. At the discretion of the Personnel Committee, Chair of the School, or upon the candidates’ petitions, a review may be scheduled in a year succeeding an annual or biennial review.
2. All temporary faculty will participate in the normal Student Evaluation of Teaching process for all classes taught.

3. At the beginning of each personnel cycle or semester of appointment, the Personnel Committee shall notify temporary faculty of their responsibility to (a) update their Working Personal Action File (WPAF), their curriculum vita, and Dossier each academic year they are employed, and (b) submit these documents annually to the School of Social Work Office prior to submission to the College office for review by the School Personnel Committee, regardless of whether they are scheduled for review during that cycle.

4. The Director of the School and the Chair of the Personnel Committee shall review with faculty the criteria for evaluation and for the classroom visitation that will take place prior to the 11th week of the first semester of their appointment each academic year or semester of appointment.

5. The School Personnel Committee shall submit reports to the candidates through the College Office. The chair of the Personnel Committee will transmit the report to the Dean for review and entry into the PAF. The Report shall contain a written evaluation of teaching effectiveness and a statement addressing whether the teaching performance is satisfactory.

6. The Director of the School and the Personnel Committee Chair will assist temporary faculty in making certain that working files reflect accurately the full performance record. However, it is the faculty’s responsibility to see that all materials favorable to continued consideration for employment, step advancement, or range elevation are included in their file (FPPP).

7. Temporary faculty personnel files shall be completed no later than 5:00 p.m. the day after grades are officially due for the appropriate semester. The Chair of School Personnel Committee and the faculty member under review must both sign off that the file is complete.

C. Evaluation: Criteria

1. Teaching effectiveness
   Teaching effectiveness shall be the primary criterion for evaluating all temporary faculty regardless of their time-base. The criteria for evaluation of teaching are the same as those for tenured and tenure-track faculty members.

2. Professional Growth and Achievement
   Temporary faculty hired to teach 12 units per semester are evaluated on their professional activities in the areas appropriate to their teaching assignments.
Those wishing to apply for step advancement or range elevation should carefully review the FPPP.

3. Conformance with professional ethics of social work and the University’s policies for conduct is expected.

4. Evidence of collaborative and productive work with colleagues and students.

SECTION IX: SALARY SERVICE INCREASES

A. Procedures

1. Procedures are supplemental to the SSI policy and procedures in the CBA.

2. The Office of Human Resources will provide each college with a list of SSI eligible faculty.

3. The SSI committee will consist of its personnel committee with the director of the school as a member.

4. No later than September 15, the SSI committee will submit to the dean the names of faculty recommended as well as those not recommended for an SSI. At the same time, the committee also will notify faculty of its recommendation for them only.

5. The dean shall notify SSI candidates in writing of her/his decision regarding them only.

6. The Director of the School will provide hard copy of SSI policies and procedures to temporary faculty and any other faculty without e-mail.

7. SSI recommendations and decisions are based on materials in the Working Personnel Action Files (WPAFs).

B. Criteria

The criterion for the SSI is performance “in a satisfactory manner in carrying out the duties of his/her position” (CBA 31.38). Therefore, committees and deans shall follow the four paragraphs under “Adequate” in the “General Provisions for Retention, Tenure, and Promotion” (FPPP).