

**CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF SOCIAL WORK
SCHOOL CONSTITUTION, BY-LAWS & POLICIES**

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SCHOOL OF SOCIAL WORK CONSTITUTION

ARTICLE I:

NAME AND MISSION

The name of the organization governed by this Constitution and these By-laws shall be the Faculty and Staff of the School of Social Work at California State University, Chico, hereinafter referred to as the School.

The California State University, Chico School of Social Work acknowledges the Mechoopda lands on which it resides, our commitment as a Hispanic Serving Institution, and our surrounding rural and extended communities. Our priorities align with the University's mission by providing a rich experiential learning environment through our signature pedagogy, practicum education. We are committed to providing accessible and high-quality education to diverse students within rapidly changing social, political, and physical environments. We strive to center the student experience through anti-oppressive approaches as students develop into ethical social work practitioners in pursuit of social, economic, racial, and environmental healing and justice in service to others.

ARTICLE II:

MEMBERS

Voting members of the School of Social Work shall be:

- All tenured, tenure-track and full-time lecturer faculty,
- The Director of Practicum Education,
- The Title IV-E Project Coordinators,
- Staff members who have a minimum of a half-time appointment who have been with the School of Social Work for at least two semesters,
- Temporary faculty (lecturers) with at least a .4 teaching assignment in the School of Social Work, who have taught at least two semesters for the School of Social Work (this does not have to be consecutive), and have attended a minimum of four All-School Meetings over the past year or eight All-School meetings over the past two years
- School faculty members participating in the Faculty Early Retirement Program (FERP) during the semester(s) they teach.

In accordance with University Policy, only tenure track and tenured faculty can vote on tenure track hiring and all personnel decisions. Anyone can ask that a vote be taken anonymously, using paper ballots or technology such as polls in Zoom or Qualtrics. If paper ballots are used, votes will be counted by staff in the Dean's office.

Full-time faculty and staff members who miss a meeting can vote via proxy by giving their proxy to someone who will be attending the meeting. Temporary faculty members must be present at

the meeting where an agenda item is discussed and voted on to cast their vote. Voting membership in the School shall not lapse because of approved leaves of absence or University administrative or teaching assignments.

ARTICLE III:

ADMINISTRATIVE POSITIONS AND DUTIES

A. The School of Social Work Leadership Team shall consist of:

- Director of the School of Social Work (3-year term)
- Director of BSW Program (3-year term)
- Director of MSW Program (3-year term)
- Distributed Learning Coordinator (3-year term)
- Director of Practicum Education (indefinite appointment)
- Title IV-E Coordinator (indefinite appointment)

The School Director, Director of the BSW Program, Director of the MSW Program and Coordinator of the DL Program will all serve three-year terms. The terms will be staggered so that only one Director turns over each year. Voting for Directors will take place the December before the next Academic Year to allow for transition and training time. The School Director must be a tenure-track or tenured faculty member (in alignment with the Title- IVE Grant). All other Directors & Coordinators may be tenure-track, tenured, or lecturer faculty. Voting for all Director positions will be done according to the Voting Procedures outlined in Article II.

ARTICLE IV:

COMMITTEES

All committees are advisory to the School, who vote and set policy for the administration to implement. The Director of the School convenes committees and ensures School policies are congruent with University policies.

It is the policy of the School of Social Work to encourage committees to solicit input from resources outside of the School including students and community members, where appropriate, in committee deliberations.

The School of Social Work has a governance structure that combines both BSW and MSW Program work and consists of all the School. The Subcommittees that represent both programs are the Curriculum Committees: Practice, Policy, HBSE, Research, and Practicum; Student Affairs Committee; and the Scholarship Committee. These subcommittees may augment their memberships as per relevant College, University, and MOU documents. Students are eligible to serve on committees as listed in the Student Handbook. Each subcommittee will elect its own chair. A subcommittee shall review, revise, coordinate, and propose policies/procedures/courses for review by the School of Social Work.

Recommendations from all Committees shall be voted on by the School as a whole. All Committee recommendations can be acted upon through a referendum by the School. A decision ratified in this manner must be reconsidered in an All-School meeting if demanded by one-fourth of the eligible voting members.

Standing Committees

The School will have three, main Standing Committees - Personnel, Admissions, and Comprehensive Case Review. Every fulltime tenure-track or tenured faculty member of the School, excluding staff and lecturers, will commit to being on one of these three committees. All FERP faculty will commit to one of the three standing committees in fulfillment of their contract. A chair will be elected for each of these committees every other year – for a 2-year term.

Personnel Committee

The Personnel Committee is responsible for evaluations and Retention, Tenure, and Promotion of all faculty. The Personnel Committee shall consist of all tenured faculty in accordance with the FPPP.

- The members of the Committee shall elect a Chair and Secretary every year. The Chair and Secretary's duties shall be those normally ascribed to those positions.
- All Personnel Committee meetings shall be in executive session.
- The Personnel Committee shall be the body responsible for the Periodic Review of Tenured Faculty and lecturer range elevation.

Admissions Committee

The Admissions Committee is responsible for evaluating applications for both the BSW and MSW programs each year (BSW in fall, MSW in spring). A chair will be elected every other year for a 2-year term.

Comprehensive Case Review Committee

The Comprehensive Case Review Committee is responsible for administering the Comprehensive Case Review each year for the graduating MSW students (each spring). A chair will be elected every other year for a 2-year term.

Ad Hoc Committees

Ad Hoc Committees shall be appointed and instructed by the Director of the School as the need arises. The School may vote to establish and instruct an Ad Hoc Committee. These committees shall review, revise, coordinate and propose courses to the School as a whole.

Search Committee

As the School identifies the need for additional fulltime, tenure-track faculty the Director will submit a request to the Dean's Office. The job qualifications and preferences will be discussed and voted on by the School. The Search Committee shall consist of all tenured and tenure-track faculty members in the School and ideally one or more members external to the School. FERP Faculty are eligible to serve on Personnel Committees if they will be employed during the entire portion of a faculty member's review

cycle for which that committee is responsible or Search Committees if they are able to fully participate in the search process. The Committee shall elect a Chair and Secretary to serve for one year. Their duties shall be those normally ascribed to such positions. All Search Committee meetings shall be in executive session. All members of the School will be invited and encouraged to participate in the public events of the search process.

ARTICLE V:

ALL-SCHOOL MEETINGS

- A. Meetings of the School as a whole shall be held on a regular basis during the academic year. A schedule of meetings shall be established for each semester at the first meeting of the semester.
- B. A regular meeting may be postponed or cancelled by the decision of the School Director. Special meetings may be called by the Director when necessary or by a petition from one-fourth of the eligible voting School.
- C. Ordinarily, notice and the agenda for each meeting shall be given to all members prior to the meeting.
- D. Minutes of each meeting shall be kept by the School ASC and meetings will all be recorded via Zoom. Minutes of the All-School meetings will be placed in Box – accessible to all School staff and faculty.

ARTICLE VI:

ADVISORY BOARD

It shall be the purpose of the Advisory Board to:

- a. help to identify and address the needs related to social work and social work education in the region and state;
- b. advise the School in addressing social justice issues within our communities;
- c. promote and assist the School in contributing to meeting those needs through:
 - evaluating the organization, operation, and student outcomes of the School;
 - identifying opportunities for collaboration between the School and the social service programs of the region;
 - evaluating the School’s curriculum to ensure the vitality and effectiveness in meeting community needs.
- d. serve as an additional avenue of communication between the School and the community.

Structure

A core membership of 10 people will guide the work of the Advisory Board. The purpose of the Core Team is to set the topic, dates, and logistics for two annual program meetings. All faculty, staff and community partners will be welcome to attend the two annual program meetings.

Membership

Membership of the Advisory Board represents an important statement from the School about who we are as community partners to reflect our values of social justice. Thus, every effort will be made to ensure that the Advisory Board is made up of members who represent diverse social identities, issues, and geographic locations.

The Advisory Board will have a core membership of 10 people:

- School of Social Work (3) – School director plus two additional members of the faculty – to be assigned with committee assignments annually in May
- Student Representatives (2) - one BSW and one MSW – elected or designated by the Clubs
- Community (5) – one member from each of the following constituencies
 - A member of the Title IVE Advisory Board
 - A member of the Practicum Advisory Board
 - 3 other community partners from various agencies
 - At least two of the community partners will be from outside Butte County

The Advisory Board will be co-chaired by the director of the School and a community partner. Board members will serve a two-year term with the exception of students who may serve one year with the option to serve a second year. The chairs will recommend a slate of board members who will be approved by the core membership of the out-going board.

Meetings

The Advisory Board will have four meetings each year: two for planning and two for programs/discussions.

Meeting Type	Attendance	Calendar
Planning	Advisory Board only	September & January
Program	Social work community	November & April

Planning meetings

- Identify a central question, concern, or topic relevant to the stated role of the Advisory Board in advising, promoting, and supporting our communities.
- Identify key stakeholders outside of the core membership of the Board who should be invited to attend, speak, and/or provide content/context/strategies for moving forward
- Identify a date, time and logistics for Program meeting

Program meetings

- On topics of concern or interest to the School and social work community (e.g., disaster case management, trauma & loss, substance use training and services, diversity & equity issues, etc.)

ARTICLE VII:

RATIFICATION AND AMENDMENT

Ratification or amendment of this Constitution and its By-laws shall be by secret ballot at any regular meeting of the School. Amendments require a first reading at least two weeks prior to balloting. A two-thirds majority shall be required for ratification or amendments to pass.

BY-LAWS OF THE SCHOOL OF SOCIAL WORK

ARTICLE I:

QUORUM

- A. A quorum shall be constituted when two-thirds of the School are present at a duly called meeting of the School.
- B. A quorum must be present at any meeting in which School business is transacted or any vote taken.
- C. Voting members may be present by proxy only if such proxy is in writing for a specific issue only and delivered to the Director of the School or the chair of the committee that is scheduled to meet. Such proxies shall count as part of the quorum.
- D. The School will use Robert's Rules of Order in making decisions at the School and committee meetings.

ARTICLE II:

RIGHTS AND DUTIES OF MEMBERS

- A. All Members of the School entitled to vote are specified in Article II, Section A of the Constitution.
- B. Any member may call for a secret ballot on any matter requiring a vote.
- C. Meetings of the School shall be conducted in an open, civil, and democratic manner following the guidelines of Robert's Rules of Order.
- D. All members of the School may attend and appear before all standing and ad hoc committees, with the exception of the Personnel and Search Committees.
- E. All members of the School, including members on FERP status during the semester in which they teach, have the duty to attend and participate in meetings concerning School matters.
- F. Agenda items requiring a faculty vote for decision-making shall be introduced at a faculty meeting two weeks prior to the meeting for vote.

ARTICLE III:

SELECTION OF OFFICERS AND COMMITTEE MEMBERS

- A. Selection of the Director of the School shall be at the first regularly scheduled meeting in December, every three years. The Faculty shall forward its recommendation to the Dean. The Dean makes a recommendation to the Provost, and, upon agreement, the Provost makes the appointment.
 - 1. **Qualification:** The Director of the School must be a tenure-track faculty member

- B. **Terms of office:**
1. The term shall be three years.
 2. If for any reason the position of School, BSW, or MSW director or DL Coordinator shall become vacant, the Faculty shall select an appropriate Acting Director during the period of the vacancy.
- C. **Selection procedures and eligibility to vote:**
1. School members, as defined in the Constitution, shall be eligible to make nominations and vote. Nominations shall be made in November.
 2. Two-thirds of the total School shall be required to be selected.
 3. Voting shall be by secret ballot, in December.
 4. Any amendment or waiver of these procedures shall require a two-thirds majority of the total Faculty.
- D. **Recall:**
1. Recall of the School Director shall be accomplished by a petition to the Dean of the College of Behavioral & Social Sciences of two-thirds of the members of the School Faculty. The Dean will then arrange for selection/hiring/appointment of a new Director according to University policy.
 2. Recall of the BSW Director and MSW Director shall be accomplished by petition of two-thirds of the members of the School Faculty. The Director shall appoint an Acting MSW or BSW Director unless the Director also holds one of those positions. In that case, the Faculty shall hold an election within one month of the recall.

POLICIES

WORKLOAD/AWTUS

The School of Social Work faculty workload policy supports the achievement of: the mission and strategic goals of the School of Social Work; the strategic priorities of the University and the College of Behavioral and Social Sciences; the requirements of the Collective Bargaining Agreement between the California State University and the California Faculty Association; and the accreditation standards of the Council on Social Work Education (CSWE) designed to ensure sound program planning and operation.

Standard Workload Policy

Each full-time tenured and tenure track faculty member's workload consists of 1.0 of which .8 is for teaching/administration/assigned time/grant buyouts, and .2 for committee work and advising. As most CSU, Chico courses are three units, or .2 of the faculty member's load, the standard teaching load is four classes. Each BSW Practicum section and seminar is worth three units or .20 of the faculty member's load. Each MSW Practicum section and seminar is worth .2 of the faculty member's workload.

Assignment of Workload

The School of Social Work tenure-track and tenured faculty members' primary responsibilities fall within three major areas: teaching; administration, research, scholarship, and creative activities; and service to the University, profession, and community. Each faculty member's workload for these three areas is determined through discussion between the faculty member and the Director of the School following the Director's consultation with the appropriate program director or coordinator (MSW Director, BSW Director, Practicum Education Director, Title IV-E Coordinators, and Distributed Learning Coordinator). The Director has the overall view of the faculty member's commitments and the needs of the School, they makes every attempt to balance the overall workload among the faculty members. In the division of labor, some faculty members may bear a larger instructional load with fewer committee assignments, while others carry heavier responsibility for program development, accreditation, committee work, etc.

External Assigned Time

Faculty members or lecturers who apply for assigned time, Assigned Weighted Teaching Units (AWTUs) through sources outside of the School of Social Work (FDEV, BSS Strategic Funds, Office of Graduate Studies, Sponsored Projects and International Program, or external grants and contracts) must have their applications approved and signed by the Director of the School. This is important for purposes of planning, hiring replacement faculty, etc. Faculty members notify the Director regarding the outcome of the application for AWTUs.

Assigned Time (AWTUs)

The School of Social Work uses BSS, external and internal resources to allocate assigned time for CSWE required administration of its programs, course development, scholarship and service to the university, community, and the profession.

Administration

Depending upon the budget, the School of Social Work allocates assigned time for the administration of its programs based CSWE Accreditation Standards and the resources needed to carry out its mission, goals, and competencies. Assignment of AWTUs for the Title IV-E Stipend Program is based on requirements of the University of California, Davis (UCD) that administers the Title IV-E Program. Assignments of AWTUs for ICOA, Mental health Stipend Coordinator and Distributed Learning Coordinator are subject to Grant Funding. Assignments of AWTUs for Mental Health Stipend Coordinators and Adult Protective Services Coordinator are subject to Grant Funding.

Position	AWTU Fa/Sp	AWTU Summer
Director of the School	.75	.75
BSW Director	.50	.50
MSW Director	.50	.50
Director of Practicum Education	.80 in Fall 1.0 in Spring	12-month
Title IV-E Stipend Coordinators	1.00	12-month
Distributed Learning Coordinator	.50	.50

Teaching, Research, Scholarship, Creative Activities, and Service

The School of Social Work also uses its resources to allocate assigned time for course development, research, scholarship, creative activities, and service to the university, profession, and community.

Teaching Load and Calculation of AWTUs

The School uses existing University practices regarding the calculation of AWTUs in determining faculty members' teaching assignments over the course of each year. While faculty members may not be required to assume an excessive teaching or student load, the overall instructional assignments of faculty members must meet the needs of the School and students.

Thesis/Project/Honors in the Major/Agency Practicum Instructor (AFI)

Depending upon the budget, faculty members are eligible to receive a .2-time base release after earning 24 points for their work as thesis chair, project chair, Agency Practicum Instructor, or honors chair. A thesis, project chair, or Agency Practicum Instructor work is worth 2 points per semester or 4 points for the academic year. Honors in the major chair is worth 1 point per semester or 2 points for the academic year. Each Faculty Member is responsible for keeping a record for each thesis/project/AFI/honor's chair work.

Earned Release Time

If, and when, a faculty member would like to request Earned Release Time from their work as thesis chair, project chair, Agency Practicum Instructor, or honors chair, they are to write a memo to the Director with their tracking spreadsheet attached and indicate which points they are using. Please also note that the use of ERT is budget dependent and may not be granted if resources are not available to cover your courses.

Four Unit Research Course

Tenure-track and tenured faculty members will receive a .2 time base release after teaching three 4-unit courses. If the faculty chooses to teach only 3-units and have a TA, GA, or other adjunct faculty member to teach the 1-unit research lab, the faculty will be credited with the regular 3-unit workload.

Independent Study

As the School does not have the resources to assign AWTUs to faculty members supervising Independent Studies, tenure-track or tenured faculty members and lecturers who are compensated may supervise a maximum of two BSW students or one MSW student enrolled in independent study each semester.

Research, Scholarship, and Grant Development/Maintenance

Depending upon the budget, faculty may be awarded a .2 time base release a semester to complete a research project or other major scholarly work (book, book chapter, or article to be submitted to a refereed journal) and writing a proposal to obtain external funding for their scholarship or for the School's programs or to maintain existing grants. Faculty members are encouraged to apply to the School for AWTUs to support their research and scholarship leading to publications or other relevant scholarly products. Faculty members are encouraged to seek support for their research, grant proposal development, research and scholarship through other internal campus and external sources.

Assessment Coordinator

One faculty member will be assigned to conduct an annual assessment for the College and University. Depending upon the budget, this work is paid for by a stipend.

Accreditation

Depending upon the budget, the Director may provide AWTUs for faculty members to conduct accreditation activities.

Process for Allocating Assigned Time

Faculty may apply for assigned time to conduct activities listed under any one of the above categories. The request should be made prior to the semester for which the activity will be conducted and in sufficient time to hire replacement faculty. Assigned time for the required administrative positions (Director, BSW Director, MSW Director, Director of Practicum Education, Title IV-E BSW and MSW Coordinators, Distributed Learning Coordinator) must be allocated first. The Director's decisions regarding allocation of the remaining assigned time will be based on the goals and fiscal realities for the School each year.

Course Scheduling

Scheduling of teaching assignments will follow the guidelines outlined in CBA Article 12.29 and the FPPP.

Course scheduling starts in October for the next fall and in February for the next spring. The Director and ASC will send out all of the available courses in the order of assignment, as follows:

- a. The need to provide curriculum for our department's majors.
- b. The needs and interests of students.
- c. The needs of the total Department.
- d. The preferences of faculty members based on seniority.
- e. Faculty staffing considerations.

The summer schedule will be developed in January. Assignment of courses will follow the same process as AY courses, with the exception of seniority. Summer courses will first be offered to the most recent TT hired faculty and then up through the TT/Tenured faculty until no fulltime faculty are available. The director will then seek to fill the courses with lecturers based on the order of assignments.

RECRUITMENT OF TENURE-TRACK FACULTY

A. Recruitment procedures of the School shall be consistent with the provisions in the current FPPP, CBA and in close coordination with Faculty Affairs and Success.

B. When it is determined that the School would like to seek additional tenure-track faculty, the members of the School shall:

- a. Define departmental needs for instructional positions; such needs may be assessed years in advance and may be modified as necessary.
- b. Determine by majority vote the School's hiring preference(s).
- c. Define the types of skills generally desired in the position and approve all substantive elements of job announcements.
- d. Make all decisions by majority vote.

The Search Committee shall consist of all tenured and tenure-track faculty members in the School and ideally one or more members external to the School. Within the Search Committee, the School Director will ask for volunteer(s) to serve as the committee chair or co-chairs. Students and staff shall be asked for their perspectives of the candidate.

The School Search Committee shall follow all hiring procedures outlined by Faculty Affairs and Success.

- e. Advertise all position openings.
- f. Search Committee members may reach out with emails to specific programs or individuals for a robust and diverse candidate pool.
- g. Outreach to colleagues and list serves.
- h. Screen candidates and decide which candidates to invite for on-campus interviews.
- i. Coordinate, with staff assistance, and conduct all on-campus interview activities and events.
- j. Attend public events and interview activities unless there is a class or other compelling conflict.
- k. Have the discretion to replace a committee member by majority vote due to non-participation.
- l. Make a recommendation for appointment to the School, ranking all acceptable candidates in the order of hiring preference.

C. There shall be no student participation in the activities of personnel or recruitment committees or subcommittees. Student input into the recruitment process shall be considered only as a source of information and shall be regulated as to be consistently given in all cases and for all candidates.

D. The School Director will (a) participate in all phases of the recruitment process and (b) negotiate with the Administration over details of the appointment.

APPOINTMENT POLICIES AND PROCEDURES FOR LECTURERS

A. Appointment policies and procedures for lecturers in the School shall be consistent with relevant provisions of the Collective Bargaining Agreement (CBA) and the Faculty Personnel Policies and Procedures (FPPP) document.

B. Lecturers are defined as all persons appointed to faculty positions with a full-time or part-time time base who are not tenure-track, tenured, or FERP faculty.

C. Normally, the minimum education required to teach courses in the School is a master's degree in social work.

D. The School will maintain an active recruitment process posted on the School website.

E. Review of Applications for Lecturer positions.

- a. Applications will be reviewed by the School Director, in consultation with relevant members of the Scheduling Committee.
- b. Criteria used in the evaluation of applications shall include the applicant's educational background, professional experience, and past teaching evaluations, if available.
- c. The applications of lecturers who have previously taught courses for the School and been evaluated are entitled to careful consideration consistent with the Collective Bargaining Agreement.

F. Hiring of Lecturers

- a. Consistent with the Collective Bargaining Agreement, at all times work must first be assigned to tenured and probationary faculty members, including participants in FERP and the Pre-Retirement Reduction in Time Base Program (PRTB). Work is to be assigned as appropriate to administrators, teaching associates, other student employees, and/or volunteer faculty. This is directly related to article 12.29 of the CBA for the order of Assignment.
- b. Any remaining work would then be assigned to lecturers using the order specified by the relevant provisions of the Collective Bargaining Agreement.

G. Evaluation of Lecturers

- a. Evaluations of lecturers shall be consistent with evaluation procedures specified in the FPPP.
- b. Range elevations for lecturer faculty shall be appropriate to the lecturer work, CBA 12.19.
- c. For elevation, the lecturer faculty must have achieved professional growth and development since the initial appointment or last range elevation, whichever is the recent, FPPP article 12.1.2.c.
- d. Professional growth and development for lecturer range elevation eligibility is defined as "teaching excellence and maintaining currency in the profession unless the faculty work assignment includes duties besides instruction," FPPP 12.1.2.d.
- e. Appeals to these procedures may be undertaken by use of the grievance procedure specified in the FPPP and the relevant provisions of the Collective Bargaining Agreement.

POLICY FOR RETENTION, TENURE, AND PROMOTION

All of the policies related to Retention, Tenure and Promotion (RTP) are guided and superseded by the [All Faculty Personnel Policies and Procedures \(FPPP\)](#) and Unit 3 in the [Collective Bargaining Agreement \(CBA\)](#). It is recommended that all tenure-track faculty familiarize themselves with both of these documents and consult regularly with both of these documents and use them as guides for the RTP Process, in addition to this Policy which is specific to Social Work. It is the responsibility of the Director of the School as well as all members of the School Personnel Committee to guide and mentor colleagues as they move through the RTP Process.

The School of Social Work upholds the University Strategic Priorities. As Equity, Diversity & Inclusion (EDI) is one of these priorities, the School of Social Work has included evidence of EDI efforts in the following teaching, professional growth and development, and other contributions sections as part of the tenure track faculty evaluation process. Candidates are strongly encouraged to demonstrate the implementation of EDI principles such as inclusive teaching practices, the creation of equitable learning environments, and/or the completion of training and professional development opportunities as evidence of teaching, scholarship, and service contributions.

Some additional Resources include:

- [Faculty Affairs and Success \(FAAF\)](#)
- [University Diversity Council](#) (see also: [Diversity Action Plan](#))
- The [University Strategic Plan](#)
- Publications from the American Association of Colleges & Universities
 - [Step up and Lead for Equity](#)
 - [AAC&Us Value Rubrics](#)

The outcome of the process by which candidates for retention, tenure, or promotion are rated at all levels of evaluation in the categories of Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the School, College, and University as well as the Community (Service) shall use the recognized ratings of **exceeds expectations**, **meets expectations**, and **does not meet expectations**. In each written performance review report, the reviews will be of Instruction, Professional Growth and Achievement, and Service that Contributes to the Strategic Plans and Goals of the School, College, and University as well as the Community (Service). These evaluations are defined in the remainder of this section and supersede discipline-specific nomenclature as outlined in the School's department standards.

Rating Definitions

Exceeds Expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be

concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion. See objective criteria below under Instruction, Professional Growth and Development, and Service.

Meets Expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual and valued contribution to the academic community in the area being evaluated. An evaluation of meets expectations performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets Expectations shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining). See objective criteria below under Instruction, Professional Growth and Achievement, and Service.

Does Not Meet Expectations

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the School's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction. See objective criteria below under Instruction, Professional Growth and Achievement, and Service.

Retention

1. Retention or non-retention of probationary faculty is based on assessment of their performance. This assessment includes a review of qualifications beyond the terminal degree.
2. A review of the established criteria as indicated in these Policies shall be made each year to determine faculty progress towards retention and tenure.
3. Retention shall be reviewed as a progression over the six-year cycle towards achieving the instructional skills, professional growth and achievement, participation in university service, and the development and maintenance of the School of Social Work.
4. In order to be recommended for retention, faculty must receive a rating of at least "Meets expectations" in all three areas of evaluation and show improvement as they progress towards achievement of the rating.

Tenure and Promotion to Associate Professor

In order to be recommended for tenure and promotion to an Associate Professor:

1. Faculty will normally possess tenure or be awarded tenure simultaneously with promotion.
2. Time in rank, including credit for prior year(s) of service, is normally expected to follow the guidelines of the FPPP and CBA documents. For specific guidelines, please refer to the FPPP and CBA.
3. The candidate must meet a minimum rating of "Meets expectations" in all three areas of evaluation.

Accelerated Tenure or Promotion to Associate Professor

To qualify for accelerated tenure or promotion the candidate must: (1) have been rated exceeds expectations in a *Performance Review* as defined in the FPPP (FPPP 10.5) in all three categories of evaluation: Instruction, Professional Growth and Achievement, and Service; *and* (2) demonstrate the likelihood that this high level of performance will continue; *and* (3) have worked a minimum of one academic year under the conditions similar to the School's typical full-time assignment. See objective criteria below under Instruction, Professional Growth and Achievement, and Service.

Promotion to Full Professor

To qualify for promotion to full professor, the candidate must demonstrate the following:

1. Clear evidence of teaching effectiveness as well as demonstrated achievement and potential for growth in the three areas of evaluation are required.
2. Instruction: Faculty will demonstrate commitment to advancing and/or leading curriculum and/or individual course development and maintaining positive SFOT scores (see scores for meets expectations), and positive peer evaluations.
3. Professional Growth and Achievement: Faculty will have demonstrated substantial professional growth, achievement, and recognition at and/or beyond the University itself including at the regional, state, national and international levels (see section on Professional Growth and Development). At a minimum this includes a record of achievement beyond that required for tenure and promotion to Associate Professor.
4. Service: Faculty must meet expectations of other contributions to the University and Community, meeting the requirements noted above for tenure and promotion to Associate Professor, plus a demonstrated record of increasing leadership at some level in the University, community, or profession. The School recognizes that not all service activities are equal in terms of workload and will evaluate the quality, duration and effectiveness of the service given.
5. The Personnel Committee will take note of the normal time in rank as one criterion.

Accelerated Promotion to Full Professor

To qualify for accelerated promotion to full professor the candidate must: (1) be ranked exceeds expectations in all three categories of evaluation: Instruction, Professional Growth and Achievement, and Service; *and* (2) demonstrate the likelihood that their exceptional performance will continue, *and* (3) clearly demonstrate substantial professional recognition at and beyond the University itself. Inasmuch as consideration of accelerated promotion to full professor is not the normal pattern, a recommendation for accelerated promotion must be accompanied by its justification as an exceptional record at each level of review (FPPP 11.1.3).

INSTRUCTION

Instruction generally comprises working with students through teaching courses, advising, and participation on honors or master's thesis/project committees.

Meets Expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, impressive, and valued contribution to the academic community in the area being evaluated. An evaluation of “Meets expectations” performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets expectations for probationary faculty shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).

Student Feedback on Teaching and Learning (SFOT)

While Student Feedback on Teaching and Learning (SFOT) are an important indicator of effective teaching, many factors can influence these scores. SFOT score ranges listed for all the rating areas (listed below) are the desired range of scores for each area, and in some cases, candidates can achieve the rating area without falling in the range listed. Candidates are expected to explain why their scores fall outside of the desired range if they believe there are factors that will help those reviewing their file to understand the true quality of their teaching more completely. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SFOTs.

Meets Expectations

Evidence needed for a rating of meets expectations for retention, tenure, or promotion to associate or full professor:

- Average student ratings of 4.0 and above (SFOT data will not weigh excessively in the overall evaluation of instruction effectiveness)
- Reflection of scores and comments from previous SFOTs and demonstrate a response to issues or trends that need improvement.
- In addition to the SFOT, peer evaluations shall illustrate a level of teaching proficiency that demonstrates ability to synthesize, interpret, and summarize class content effectively in addition to displaying skills to hold student interest, encourage student participation, and expression of opinions and questions.
- Competence as an educator will be demonstrated by displaying effective use of teaching technology (such as Canvas).
- Current instruction content and alignment with equity, diversity and inclusion principles when interacting with students.

Exceeds Expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations for retention, tenure, or promotion to associate or full professor shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.

Evidence needed for exceeds expectations rating:

- Average SFOT ratings of 4.5 and above (SFOT data will not weigh excessively in the overall evaluation of instruction effectiveness). Evidence of having incorporated student feedback based on a theoretical framework such as the Seven Principles of Effective Teaching (Chickering & Gamson 1987), High- Impact Practices (AACU) and/or other evidence-based guidelines for effective teaching
- Peer evaluations exceed the **meets expectations** criteria.
- Demonstrated currency in the profession, meaning that a faculty member is practicing in the area of social work in which they are teaching, and/or demonstrating other ways that they remain relevant through trainings conferences, research or volunteer work.
- Efforts to reduce equity gaps in student performance or data showing reductions in equity gaps or a lack of equity gaps in the candidate's courses; OR efforts to increase student success, which may include efforts to address equity gaps, DFW rates, achievement gaps, or other metrics of success.

Also three of the following:

- Lead on a course
- Developed a new course
- Chaired a curriculum committee
- Redesigned a course
- Facilitated specialized training
- Used innovative teaching-assignments, technology, etc.
- Chaired or supervised thesis, project, or independent study
- Took on extra advisees
- Participated in writing accreditation documents
- Participated in mentoring, training or supervising new faculty
- Connected research to teaching and practice
- Two or more new preps in a year
- Acted as an agency practicum instructor
- Evidence of inclusive pedagogy
- Other relevant activities that fit in this category

Does Not Meet Expectations

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum contributions with regard to the department's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

PROFESSIONAL GROWTH AND ACHIEVEMENT

Professional Growth and Achievement includes scholarship, research, presentations, professional trainings, and maintaining an active LCSW license - as outlined below.

Meets Expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, impressive, and valued contribution to the academic community in the area being evaluated. An evaluation of “Meets expectations” performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets expectations for probationary faculty shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining). To meet expectations for retention, tenure, or promotion to associate or full professor, the candidate must meet at least **one** of the criteria in Section A and a **minimum of five points** in Section B. An activity meeting criterion in Section A must be distinct and cannot be considered for an activity meeting criterion in Section B.

Section A

- Author or coauthor of a published book relevant to social work (*vanity press or self-published not included*)
- Author or coauthor of two published articles in peer reviewed journals relevant to social work
- Author of two published book chapters relevant to social work
- Secured an external grant and author or co-author of an article in a refereed journal
- Secured an external grant and author or co-author of a book chapter

Section B

In addition, a minimum of five points from the following is required to meet expectations:

One point:

- Accepted or presented at a local/regional conference or meeting
- Active in a professional organization
- Accepted or presented at poster session
- Work in progress: manuscripts submitted or ongoing data collection
- Social work-related article/op ed in a newspaper or magazine
- Submitted a competitive internal grant
- Training/certificates, for example participation in and/or presenting at diversity, equity, and inclusion professional development opportunities (e.g., Faculty Learning Community on Inclusive Pedagogy, Diversity Academy and/or Certificate Program, Safe Zone Ally Training)

Two points:

- Accepted or presented a peer reviewed paper at a national or international conference or professional meeting
- Authored a book review
- Member of a journal editorial board
- Disseminated research results/new ideas via internet or other technology
- Wrote a research report
- Reviewed article or book for a publisher or journal
- Submitted an external grant (unfunded)*
*2 or 3 points (committee should consider level-of-effort)

Three points:

- Secured a competitive internal grant
- Developed a film or other non-print media that is peer-reviewed or nationally recognized
- Maintaining an active LCSW license (or an equivalent clinical license in a related discipline)
- Submitted an external grant (unfunded)*
*2 or 3 points (committee should consider level-of-effort)

Four points:

- Edited a book
- Publication in a peer reviewed journal
- Chapter in an edited book
- Created computer software/manual/workbook
- Secured an external grant

Five points:

- Authored a book (*vanity press or self-published not included*)

Exceeds Expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.

The evidence demonstrates the candidate's significant, highly regarded scholarly and professional activities that contribute to students, to the discipline, and to the professional community. To exceed expectations for retention, tenure, or promotion to associate or full professor, the candidate must be able to demonstrate a **minimum of ten points** for the activities listed above.

Does Not Meet Expectations

The candidate has achieved less-than-satisfactory levels of performance in the specific area of evaluation. The evidentiary record does not demonstrate that the candidate is making the minimum

contributions with regard to the department's criteria in the area being evaluated. The significant deficiencies identified require immediate attention and correction.

Director of Practicum Education

The unique role of the Director of Practicum Education in the School of Social Work carries different expectations for the area of Professional Growth and Achievement. More important than research and scholarship are activities which contribute to relevance in the profession of social work. For this reason, for retention the Director of Practicum Education will be considered to meet expectations by accomplishing the standards outlined above. To meet expectations for tenure and/or promotion, the Director of Practicum Education shall meet the five points requirements in Section B, but will not be held to also meeting the criteria outlined in Section A.

SERVICE

The third area of evaluation is Service that Contributes to the Strategic Plans and Goals of the School, College, University, and Community. In each written performance review report, the evaluators shall state whether the candidate has demonstrated an ability to conform to University, College and School plans, priorities, and goals and whether the candidate's performance generally facilitates the University's, College's, and School's abilities to meet their strategic plans, priorities, and goals.

Other includes service to the School of Social Work, the University, and the community such as serving on committees, attending all-school meetings, revising policies, serving as a Director of a program, giving guest lectures, providing trainings, being an advisor of a student group, etc.

Meets Expectations

The candidate has demonstrated competence in the specific area of evaluation. The evidentiary record generally supports the claim that the candidate is making a continual, impressive, and valued contribution to the academic community in the area being evaluated. An evaluation of "Meets expectations" performance is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Meets expectations for probationary faculty shall be concluded for those whose performance in the specific area of evaluation appears to afford them a reasonable possibility of obtaining tenure in due course (i.e., given the number of probationary years remaining).

To meet expectations for retention, tenure, or promotion to associate or full professor, a candidate must demonstrate participation in the activities listed in Section A below.

Section A

- Regularly attend all-school meetings
- Serve on two program committees
- Participate in other mandatory Department meetings/events
- Be actively engaged in providing advising to their assigned advisees

- Demonstrate a willingness to work collaboratively and productively with colleagues, including completing assignments in a timely fashion (If this standard is met at a satisfactory level, the School need not address it in the RTP report and recommendations.)
- Demonstrate active participation in all-school meetings and on program committees, which could include:
 - serving on subcommittees
 - volunteering to work on projects
 - volunteering to develop or revise policies
 - volunteering to write or revise reports
 - completing a report/document related to accreditation or a similar process
 - staffing tables at various events such as admitted student preview day/recruitment/lobby days
 - Other activities that demonstrate engagement and active participation
- Serve on at least one College or University Committee
- Participated in mentoring, training, or supervising new faculty

Exceeds Expectations

The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be concluded for those whose in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion. To exceed expectations for retention, tenure, or promotion to associate or full professor, a candidate must also be able to demonstrate participation in Section A activities and at least **four** of the following additional activities in Section B.

Section B

- Advisor of a student group
- Serving on a social work-related community or professional board
- Involving students in a University or community effort outside of a class assignment
- Holding an appointment or being an officer in a social work-related organization
- Participate in the student outcome assessment process
- Demonstrate additional contributions to the Strategic Plan of the University
- Serving as Director of a program or project
- Serving as chair of a School of Social Work or BSS committee
- Giving guest lectures
- Providing trainings & supervision
- Chairing an honors, independent study or thesis project or serving on more than one committee
- Writing significant program development manuscripts
- Conducting development and fund-raising activities

- Providing social work trainings, support, mentorship, or consultation to organizations, agencies, communities and/or groups
- Working with students, staff and faculty to gain recognition for their exceptional work, achievements, honors and contributions
- Speaking at community events/meetings
- Work to further our goals on equity, diversity and inclusion, including:
 - leadership/officer position in campus affinity groups that facilitate faculty professional development and diverse student success (e.g., Black Faculty Staff Association, Chican@/Latin@ Council, 1st Gen and Proud Faculty and Staff Association, LGBTQ Faculty and Staff Association, Asian Pacific Islander Faculty and Staff Association)
 - extraordinary time advising and/or mentoring students
 - contributions aligned with improving graduation rates, eliminating equity gaps, HSI related priorities, Accessible Technology Initiative priorities, Basic Needs Initiative priorities, healing-centered campus priorities
- Other activities that the individual can demonstrate service to students, the School, the college, the University, or community

Does Not Meet Expectations


The candidate has clearly achieved excellence in the specific area of evaluation. The evidentiary record unambiguously supports the claim that the candidate is a model of academic/professional contribution and achievement in the area being evaluated. Exceeds expectations shall be concluded for those whose performance in the specific area of evaluation has clearly exceeded the requirements for obtaining tenure and/or promotion.



Department/Program Standards Approval Sheet

Process:

- a) Department or program votes; if approved, Department Chair/Director submits to College Dean for review.
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean reviewed Word document to Faculty Affairs and Success via email for review.
- c) Faculty Affairs and Success reviews for compliance with CBA/FPPP, consults with the Dean and Department Chair/Director as needed, then forwards Department/Program Standards to Provost for review and approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns document to Faculty Affairs and Success.
- e) If not approved, Faculty Affairs and Success forwards requested changes for revision and re-submission to Dean and Department Chair/Director.
- f) If approved, Faculty Affairs and Success adds *Provost Designee Approved Date* footer to the document and:
 - a. Routes this approval sheet with approved Department/Program Standards for signatures via Adobe Sign,
 - b. Uploads document to Faculty Affairs and Success Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to Faculty Affairs and Success website location.

Chair/Director Approval:  Date: Jun 17, 2024
Celeste Jones (Jun 17, 2024 21:00 PDT)

Dean Review:  Date: Jun 17, 2024

Provost/Designee Approval:  Date: Jun 18, 2024