



# CALIFORNIA STATE UNIVERSITY, CHICO

## School of Social Work

### Personnel Policies and Procedures

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## School of Social Work

### Personnel Policies and Procedures

#### **SECTION I. INTRODUCTION**

The School of Social Work Faculty Personnel Policies and Procedures document has been developed in accordance with the University's Faculty Personnel Policies and Procedures (FPPP) <http://www.csuchico.edu/vpaa/FA/fppp.shtml> 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 personnel evaluation process.

#### **SECTION II. PURPOSES**

The School of Social Work Personnel Policies and Procedures purposes are:

- A.** To delineate policies and procedures related to the
  1. Retention, tenure and promotion of faculty
  2. Evaluation of part-time and full-time lecturers/faculty
  3. Fifth year evaluation of tenured faculty
  4. Implementing procedures for review of the directors of the School, the BSW and MSW programs, and Field Education
  5. 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 School's FPPP 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 the University Diversity Action Plan 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
  1. Evaluating faculty performance based on Retention, Tenure and Promotion (RTP) procedures.
  2. Recommending qualified faculty for appointment, retention, tenure, and promotion.
  3. Conducting Fifth-Year Evaluation of Tenured Faculty.
  4. Implementing procedures for review of the directors of the School, the BSW and MSW programs, and Field Education.
  5. Implementing Range elevation policies and procedures for temporary faculty.
  6. Reviewing annually SWRK Personnel Policies and Procedures document for its currency with program needs and consistency with the FPPP.
  7. A subcommittee of the Personnel Committee will consult with the Program Director, BSW Director, MSW Director, and Field Director to review the hiring eligibility of part/full time lecturers (Order of assignments (CBA Article 12.29), FPPP 6.2.b.2, and review careful consideration of part/full time lecturers (FPPP 7.2.c) )

#### **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 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, Personnel Committee members must have a higher rank/classification than those being considered for promotion.

### **C. Procedures**

1. The tenured and probationary faculty will elect by majority vote the Personnel Committee members including external members when the number of tenured SWRK 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 a chair and a secretary from its membership. The Personnel chair and secretary will serve for 3 years.
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 deliberations shall be recorded.
6. Faculty under review are responsible for providing the committee with letters from university and community individuals who may write letters that speak to their contributions to the profession, teaching, scholarship, service, and professional growth.
7. The Personnel Committee will assign faculty to conduct classroom visitations of faculty under review and write a report of their observations.
8. Faculty under review may request the Committee change the faculty assigned to observe their class(es). Faculty under review 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.
9. The School of Social Work unanimously voted to have Student Evaluations of Teaching conducted every semester for every class.
10. 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).
11. Tenured or tenure track faculty will be interviewed by the Personnel Committee and School Director prior to their final deliberation on personnel recommendations.
12. Written minutes of the Personnel interviews for faculty under review be given to the college office to be placed in their PAF.
13. Once recommendations are finalized, faculty shall receive a written report of their strengths as well as any and all areas needing improvement in their performance. The Committee shall establish minimum acceptable improvement guidelines in their report and recommend means by which to achieve such improvement.

### **D. Regulations**

1. Confidentiality is a prerequisite for effective personnel procedure. Any unauthorized discussion of personnel matters, exclusive of policy and procedures, with nonmembers of the Personnel Committee is considered a breach of confidentiality. Any breach of confidentiality will be considered as a violation of professional ethics. In particular, RECOMMENDATIONS from any faculty review process, including PERFORMANCE REVIEWS, PERIODIC EVALUATIONS, and POST-TENURE REVIEWS shall be confidential. Only the affected faculty member,

APPROPRIATE ADMINISTRATORS, the President, and the peer review committee members shall have access to written Recommendations.

2. Reports and recommendations shall be submitted to faculty under review only in written form.
3. Reports for probationary faculty shall be submitted electronically to the School Administrative Coordinator who will edit, format, then submit electronically to the College office.
4. Reports for part-time faculty shall be submitted electronically to the School Administrative Coordinator.
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. No proxies are permitted.

## **SECTION V. GENERAL PROVISIONS FULL TIME TENURE TRACK FACULTY**

### **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. The terminal degree for adjunct faculty is an MSW or a masters degree in a closely related discipline. Adjunct faculty teaching practice or practicum courses are required to have a minimum of two years post-MSW practice experience.

### **B. Procedures**

The Director of the School and the Chair of the Personnel Committee shall inform candidates of their need to create and maintain a Dossier (FPPP definitions p.11) and inform them of the types of material to be included. The Director of the School will also provide candidates with a copy of the CV guidelines and template and discuss its use in retention, tenure and promotion. The Director of the School and the Personnel Committee Chair will assist candidates in making certain their Dossier 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 8.1.a.6). Candidates should refer to the FPPP 8.1.c to assure that all required documents are submitted. Those documents shall include a copy of the School Personnel Policies and Procedures, their CV, an index of all material in any supplemental dossier, a narrative, and data and interpretation.

### **C. Evaluation**

Faculty will be evaluated on their teaching effectiveness as a primary consideration for retention, tenure and promotion. Effectiveness in Professional Group and Achievement and Other Contributions to the University and Community are required for tenure and promotion. Faculty members are expected to make 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 practicum.

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

- Formal classroom observations conducted by a faculty member assigned by the School Personnel Committee
- Reports of formal classroom observations by other colleagues
- Reports from colleagues based on team teaching, and guest lectures
- Audio and /or video tapes or other artifacts of a teaching session submitted by the candidate
- Student Evaluations of Teaching (SETs)
- Evaluations by agency field instructors, when appropriate
- Course syllabi, bibliographies, examinations and original instructional materials; text selections
- Self-reflection on the teaching process and individual growth
- Evidence of the research base being used for each course
- Samples of student products achieved as a result of instruction
- Samples of assessment instruments, criteria and methodology

## 2. 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. The Director of Field Education, whose terminal degree is the MSW, shall be evaluated on the criteria outlined in Section B of the Professional Growth and Development section below. The Director of Field Education, 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.

## 3. 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.

## 4. Contribution to Strategic Plans and Goals of the School, College, and University (FPPP 8.1.c.3)

# **SECTION VI. POLICIES FOR RETENTION, TENURE, AND PROMOTION**

## **A. 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 “policies for tenure and promotion” 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 development, 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 be rated at least adequate in all three areas and show improvement as they progress towards tenure.

### **B. Early Tenure and Promotion**

According to the FPPP (see 8.5.b 3), probationary faculty can make a written request for consideration for early tenure and/or promotion prior to meeting the required years of service. They must meet the requirements of exceptional for promotion and for a special case for tenure, in addition to having a rating of Superior in all three areas of evaluation. In considering the uniqueness of special case for early tenure/accelerated promotion, the standard applied is at a much higher level than expectations for “on time” tenure and promotion. The greater the divergence from “normal time in service,” the more evidence is required to determine superior ratings in all three areas of review.

### **C. Tenure and Promotion to Associate Professor**

1. Faculty will normally possess tenure or be awarded tenure simultaneously.
2. Time in rank, including credit for prior year(s) of service, is normally expected to follow the guidelines of the University FPPP and CBA documents.
3. A minimum rating of “Effective” in all three areas as described below:

#### **TEACHING:**

#### **For an Adequate rating, the candidate must meet the following criteria:**

While student evaluations of teaching are an important indicator of effective teaching, many factors can influence these scores. SET score ranges listed for all the rating areas 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 encouraged 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 more completely understand the true quality of their teaching. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SETs.

- Average student ratings of 2.5 and above (not to count for more than 25%)
- Acceptable, but not remarkable peer evaluations
- Satisfactory professionalism and competence as an educator
- An overall rating of “adequate” is the minimal level of achievement for retention, but it is insufficient to justify the awarding of tenure and/or promotion.

#### **For an Effective rating, the candidate must meet the following criteria:**

While student evaluations of teaching are an important indicator of effective teaching, many factors can influence these scores. SET score ranges listed for all the rating areas 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 encouraged 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 more completely understand the true

quality of their teaching. In general scores should show improvement over time and should be supported by positive comments on the qualitative portion of the SETs.

- Average student ratings of 3.5 and above (not to count for more than 25%)
- Evidence of having incorporated student feedback
- Positive peer evaluations
- Demonstrated currency in the field

Also **two** 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 new faculty
- Connected research to teaching and practice
- Two or more new preps in a year

**For a Superior rating in teaching**, the candidate must be able to demonstrate achievement that is substantially above what is expected for an Effective rating and Average student ratings of 4.0 and above for superior.

### **PROFESSIONAL GROWTH AND DEVELOPMENT:**

**For an Adequate rating**, the candidate must meet at least **one** of the following criteria:

- Work in progress: manuscripts or ongoing data collection
- Presented at a local/regional conference or meeting
- Submitted an internal grant
- An overall rating of “adequate” is the minimal level of achievement for retention, but it is insufficient to justify the awarding of tenure and/or promotion

The candidate must meet at least **one** of the following criteria:

#### **Section A**

- Author or coauthor of a published book in non vanity press (relevant to social work)
- Author or coauthor of two published articles in refereed 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 for an **Effective rating**:

#### **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 an internal grant(unfunded)

#### **Two points:**

- Accepted or presented a peer reviewed paper at a national or international conference
- 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

#### **Three points:**

- Secured an internal grant
- Submitted an external grant (unfunded)
- Developed a film or other non-print media that is peer-reviewed or nationally recognized

#### **Four points:**

- Edited a book
- Publication in a peer reviewed journal (above the required)
- Chapter in a book (above the required)
- Created computer software/manual/workbook
- Secured an external grant (above the required)

#### **Five points:**

- Authored a book (above the required)

**For a Superior rating** in Professional Growth and Development, the candidate must be able to demonstrate achievement that is substantially above what is expected for an Effective rating.

## **OTHER CONTRIBUTIONS:**

**To receive a rating of Adequate**, individuals must:

- Regularly attend faculty 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.)
- An overall rating of “adequate” is the minimal level of achievement for retention, but it is insufficient to justify the awarding of tenure and/or promotion

**To receive a rating of Effective** individuals must meet all the activities for Adequate, plus the following:

- Demonstrate active participation in faculty 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

**For an effective rating**, individuals must also be able to demonstrate at least three of the following additional activities:

- 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
- Contribute to a student outcome assessment document
- Demonstrate additional contributions to the Strategic Plan of the University
- Serving as Director of a program
- Serving as chair of a School of Social Work or BSS committee
- Giving guest lectures
- Providing trainings
- Maintaining an active LCSW license
- 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 expertise to organizations, agencies, clients, 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
- Other activities that the individual can demonstrate provide a service to students, the School, the college, the University or community

**For a Superior rating** in Other Contributions, the candidate must be able to demonstrate achievement that is substantially above what is expected for an Effective rating.

#### **D. Promotion to Full Professor**

1. Clear evidence of teaching effectiveness as well as demonstrated achievement and potential for growth in all three areas of evaluation are required.
2. Teaching: Positive SET scores (see scores for an “Effective” rating for tenure/promotion to Associate Professor), positive peer evaluations, and evidence of involvement in the curriculum development process and/or individual course development are required.
3. Professional Growth and Development: Faculty will have demonstrated substantial professional growth, achievement and recognition at and/or beyond the University itself. At a minimum this includes a record of achievement beyond that required for tenure and promotion to Associate Professor.
4. Other Contributions: Faculty must demonstrate at least an effective record 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. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review (FPPP 8.5.a.4).
6. The Personnel Committee will take note of the normal time in rank as one criterion.

### **SECTION VII. EVALUATION OF TENURED FACULTY**

For the purpose of maintaining and improving a tenured faculty member’s effectiveness, tenured faculty shall be subject to periodic evaluations at intervals no greater than 5 years. Please refer to FPPP 8.6 and data gathering details in FPPP 8.6.b.3.

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

## **B. Procedures**

1. Candidates under review will submit 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. Please see FPPP 8.6.b.3 for further information.
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 has the option of writing a report.
5. Additional evaluations of tenured faculty can be initiated by the Dean per FPPP 8.6.c.

## **SECTION VIII. HIRING AND EVALUATION OF LECTURERS: PART/FULL TIME**

### **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. The order of assignments of available work is based on CBA 12 & FPPP 6.2.

1. Candidates seeking to teach social work courses must possess an MSW or a masters degree in a closely related discipline and have at least two years professional social work experience in a social service agency following acquisition of the MSW to teach practice and practicum courses.
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. See CBA 12, FPPP 6.2 and 7.0 for further information.

### **B. Terminal Degree**

The terminal degree in Social Work is an MSW or a masters degree in a closely related discipline.

### **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 Dossier (FPPP definitions p.11) and inform them of the types of material to be included. The Director of the School or the Personnel Chair will also provide temporary faculty with a copy of the CV guidelines and discuss its use in evaluation. In addition, the Director or the Personnel Chair shall inform the temporary faculty of their rights and responsibility, health benefits, sick leave, pension plans, and department policies on advancement and evaluation (FPPP 6.2.a.5.). The Director of the School and the Personnel Committee Chair will assist temporary faculty in making certain their Dossier accurately reflect their full performance record. However, ultimately, it is the temporary faculty's responsibility to include all material favorable to their evaluation in their WPAF (FPPP 8.1.a.6). Temporary faculty 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 any supplemental dossier, a narrative, and support material.

### **D. Evaluation**

The School of Social Work maintains the following criteria as the basis for evaluation for a temporary position and follows the guidelines established in the CBA 15.23- 15.27 and FPPP 8.2.

1. All temporary faculty members will undergo an annual review and classroom observation for the initial two personnel cycles, followed by biennial rather than 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, Director 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 members will participate in the normal Student Evaluation of Teaching (SETs) process for all classes taught.
3. At the beginning of each personnel cycle or semester of appointment and in accordance with FPPP 8.2.d.4, the Personnel Committee shall notify temporary faculty of their responsibility to (a) update their Dossier, their curriculum vita, and Dossier each academic year they are employed, and (b) submit these documents annually to the School of Social 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 11<sup>th</sup> 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 reflects accurately the full performance record. However, it is the temporary faculty's responsibility to see that all materials favorable to continued consideration for employment, or range elevation are included in their file.
7. Temporary faculty personnel files shall be completed and officially due for the per University Review Cycle. The Chair of School Personnel Committee and the faculty member under review must both sign off that the file is complete.

## **E. Criteria**

1. Teaching effectiveness shall be the primary criterion for evaluating all temporary faculty regardless of their time-base.
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.
3. Those wishing to apply for a range elevation should carefully review CBA Article 12.18 and FPPP 8.4.
4. Conformance with professional ethics of social work and the university's policies for conduct is expected.
5. Evidence of collaborative and productive work with colleagues and students.

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