

California State University, Chico
School of Social Work
Faculty Manual
2015-2016

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Office Information

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FACULTY with their course lead assignment

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Curriculum Committee Chairs

Policy & Macro Practice: Susan Roll
Field Committee: Patty Hunter
Micro Practice: Pam Johansen
HBSE Committee: Kui-Hee Song
Research Committee: Vincent Ornelas

Workroom

The workroom is location in Butte Hall 504. This room is for faculty/staff only! Please be mindful of this and ask your students to wait in the hall. We house confidential student files in the black rotating files. This is where you will find standard office supplies for your office. If there is a supply that we are out of or running low, please put it on the clip board by the black rotating file cabinet so that staff can order it. The copy/fax/scanner machine is in this room. You can ask the staff to provide you with a copy code to run this machine. We have a microwave and refrigerator in 518 for your use as well.

Mailboxes

Individual mailboxes are located in workroom, and they are organized alphabetical by last name. Please pick up your mail on the days you teach in order to avoid missing important papers, notices, contracts, etc.

Faculty Offices

Offices for adjunct faculty are located in Butte 518 or shared with full time faculty. Please speak with Angela if you need assistance with installation and repairs within your office.

Voice mail – Tenured Track Faculty

Voice mail can be established in your office by calling User Services at ext. 6000. The first time you check it, a tutorial will walk you through set-up. Once you have your security code set, if you need to reset it or if you forget it, call 6000 and User Services will reset your code to the default 7890. The following link provides additional telephone information and help: <http://www.csuchico.edu/tsrv/>. Information about using voice mail can also be found online at: <https://wiki.csuchico.edu/confluence/display/usrvkb/Voicemail+Instructions>.

Wildcat ID Card

The Wildcat ID Card is the official CSU, Chico identification card for students, faculty, and staff. You need a Wildcat Card to establish and access a Portal Account, access building after hours (if needed), check out library books, open an Email account, write checks in the A.S. Bookstore, purchase software or hardware in A.S. Computer Works, and ride CATS buses for free. You can get a Wildcat ID Card from University Services in the Student Services Center (SSC) room 180 during regular office hours. Bring a photo ID, and they might have to call our office to verify your employment.

Email

CSU, Chico has an email system that all full-time and adjunct faculty use for CSU, Chico communication. Your “official” campus email account will be assigned once all employment documents have been entered in the system and you obtain a Wildcat Card and set up your Portal Account. This campus email account is used to inform faculty of course rosters during the semester, and all important University and Department business, policies, and announcements. This is the email account that has to be on your syllabus, shown on your door cards, and on the university and department’s Faculty Directory. It is critical that you check email daily during the semester for information from the university, department, and students.

If your computer is a PC and Microsoft Outlook, your University email account can be forwarded to a personal account through the University portal. To do so, call User Services,

898-6000 and they will walk you through the steps. **The School of Social Work will not use personal email addresses for communication.**

Faculty Absences

If you are sick or not able to teach a class or attend a scheduled meeting, please notify the office (**898-6204 #7**) as soon as possible. Office Staff will place a notice of cancellation on your classroom door. A CSU, Chico Absence Report form will be placed in your mailbox (see Appendix A). Please sign and return to Angela. Faculty are responsible for the course content being taught when absent. If you know in advance that you will not be able to teach on a specific day, you should notify the MSW/BSW Director and Angela. The MSW/BSW Director can help find a substitute instructor for your class. Alternatively, you may give students an outside classroom assignment for the day. Again, please notify the MSW and/or BSW Director and Angela of your plan in case students inquire.

School of Social Work Meetings

Faculty meetings are held on the first two Wednesdays of the month. Faculty meetings focus on department business and are usually on the 1st Wednesday of each month from 1-3pm. The BSW and MSW program meetings are the 2nd Wednesday of the month from 1-4pm. Full-time Tenure/Tenure Track faculty are required to attend per the FPPP, but all adjunct faculty are welcome.

Equipment Loan

The School of Social Work has limited electronic equipment in the office, which must be checked out and promptly returned for others to use. Computer projectors, netbooks, video cameras, and GPS are currently available. When using equipment, please be sure to return all cables, cords and accessories! You need to notify staff in advance when you plan on checking out equipment. They will complete a check out log and then unlock the cabinet. It is very important that you plan ahead because the cabinet is locked at all times. The School of Social Work equipment is for faculty use only.

Copies/Printer

All faculty are responsible for making your own copies. You will be assigned a number for use on the office copy machine located in the work room. If you need instruction on how to use the copy machine, please talk with office staff. The office copier should only be used when you are making 30 copies or less. However, if your document is electronic, the copier can be printed to and is the least expensive option for copies. **Print documents double sided to conserve paper.** If you need assistance call User Services at 898-6000.

For bigger jobs, please work with Jenny to order your copies from the University Print Shop. This process requires at least a 3 days turn-around time. Consider putting the material on electronic reserves or post using BlackBoard Learn.

Library Information

Faculty are allowed to check out an unlimited number of books from the library (using your Wildcat card). Library resources for faculty are organized through the library Web site at <http://www.csuchico.edu/library/faculty/> If you are accessing the site from off-campus, you

will need to log on using your portal account information (see Portal in this manual). The library has “Social Work Abstracts,” which you will find in the list.

Jodi Shepherd is the Social Work library liaison. She is available for assisting with research and to do classroom presentations on using library resources. To make arrangements, she can be reached at ext. 5499 or Jrshepherd@csuchico.edu.

Fundamentals of Copyright and Fair Use

The CSU office of General Council has a policy document in regards to copyright and fair use. This document is included in Appendix B or <http://www.calstate.edu/AcadSen/Records/Resolutions/2002-2003/2605.shtml>.

Parking

Parking is always a challenge so please leave enough time to find a spot. There are 2-hr. and 10-hr. parking near Butte Hall, but those are often full. We recommend that you park on the other side of the high school or on Memorial Way west of the Esplanade for “free” parking. Parking permits for parking in university lots are available to purchase at the beginning of academic year, from Student Financial Services. These permits do not assign or guarantee parking space but allow you to park in any of the designated lots if a space is available. <http://www.csuchico.edu/sfin/parking/index.shtml#cost>

Keys

Jenny orders keys for faculty. A key is provided for each faculty for his or her office, another key to open Butte Hall 504, the copier/mail box room. You will be assessed a \$50 fee to replace lost keys.

Out Going Mail

SWRK mail going OFF-CAMPUS must be placed in a mailbag. If you have a stamped envelope just place it in the “Off campus” mail box. ON-CAMPUS mail must be addressed to the four digit campus zip of the intended recipient and does not need to go into a bag. Mail is delivered and picked up once each day from the SWRK Office, Butte Hall 511.

Campus Information Resources

Information Resources has a general guide to campus resources, which you may find helpful. It is available online at: <http://www.csuchico.edu/inf/guide.shtml>.

Classrooms

The School of Social Work requests rooms one year in advance and has limited rooms available. Smart classrooms are requested for all courses. Due to limited space and smart classrooms, not all requests can be provided. A map of the campus can be viewed online at: <http://www.csuchico.edu/community/map/> if you are unfamiliar with your class location (Appendix C). Faculty need to visit their classroom before the semester begins. If there are concerns with the classroom, a request can be made for a different classroom through Angela. Not all requests can be accommodated.

Teaching Information

Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS)

CSWE new EPAS was approved in spring 2008. The School of Social Work curriculum is guided by these standards. It is important to understand that much of what we teach and the curriculum formulation are directly linked to CSWE EPAS. A copy of the CSWE EPAS is in Appendix D and can be found online at: <http://www.cswe.org/File.aspx?id=13780>

Syllabi Standards

The School of Social Work has established minimal criterion for courses that are consistent throughout the BSW Curriculum and the MSW Curriculum. These standards are located in Appendix E.

Syllabi Protocols

For convenience and consistency, syllabi are reviewed, updated, and approved by the curriculum committees, and then the School faculty, usually the semester before the course is taught. Course assignments and course outlines have been critically examined by the School's Curriculum Committees. Your syllabus will be emailed to you before the school semester starts. You will be asked to review and discuss this with the Faculty Course Lead, the MSW or BSW Director. Each instructor is responsible for uploading your syllabus on Blackboard Learn the week before class begins. If you do not know how to upload information to your course site, please contact the Course Lead. It is a quick and easy process but we know that some may be unfamiliar with this process.

Textbooks

Curriculum Committees approve the textbook choice (s) for each course. If you have suggestions for new or different textbooks, please contact the Curriculum Committee Chair (see page 5). Textbooks are finalized and ordered six months in advance as possible before the semester begins. (Ex. textbook ordering for Fall 13 will begin in March 13.) There are two ways to order textbooks: (1) respond to the paper copy of the textbook order sheets placed in your mailboxes or (2) Email the office staff with the following information:

- Course number
- Textbook name and edition
- Author
- ISBN if known

The reason for placing early textbook orders is to facilitate the bookstore's buy-back program from students and provide used textbooks at a discounted rate for those that can be reused another semester. Early textbook identification and ordering is important for the bookstore and for department workload. Textbook orders must be done through the office staff each semester. **Instructors must notify the publisher directly for an exam/instructor copy.**

Final Exam Schedule

The final examination schedule will be available on the Swrk website. Although you may choose to not give a traditional classroom final exam, some classes have papers or take-home exams. Instructors of face to face classes are required to meet during the final exam period. Graduate courses are required to have final exams for each semester.

Faculty Office Hours

At the time you are finalizing your syllabi, you should also consider when you will hold office hours for the semester. Please let Jenny know your office hours by the first day faculty report to work. This information generates your Office Door Card and our Faculty Door Directory for office and student use. It also helps in arranging schedules for those who are sharing office space.

A full-time faculty member with a 12-unit (or more) teaching load shall be available for consultation in his/her office for an aggregate time of five hours per week. Such office hours shall be scheduled at times and on days when affected students are normally in attendance. This provision shall be applied pro rata for faculty with less than a 12-unit teaching load. (FPPP 1.1.e)

Faculty Workload Policy

The School of Social Work Faculty Workload Policy (see Appendix F) 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 EPAS of the Council on Social Work Education designed to ensure sound program planning and operation.

Schedule Change During the Semester

Please notify Angela immediately if there are requests for changes, such as a room change, combining two or more classes, or canceling class. Students often come into the office looking for their class when it is not in its regularly scheduled room. If you desire a permanent change for your course, you must request this through the Director of the School of Social Work and approved by the BSS Dean before making any changes to your schedule. Scheduling is a complicated procedure on campus, and changes may impact other courses and schedules. The requested changes may not be available.

Circulation and Reserve

Social work courses can place one or more copies of the course textbook and/or required reader on reserve for students who may not purchase textbooks. Faculty are responsible for taking their course textbook(s) to the Circulation and Reserve counter in the library (1st floor checkout counter) and placing them on reserve in your name. Additional information please call 898-4364 or see <http://www.csuchico.edu/library/circ/reserve.html>.

Articles on BBLearn

We encourage social work faculty to make use of Electronic Reserves through BBLearn posting rather than making copies of articles for their students. This allows students to access the materials from any computer with internet access. Additionally, persistent links to articles in the library's databases can be created. Contact the Social Work Librarian or go to:

http://www.csuchico.edu/lcmt/linking_free_lib_materials/journal_articles.shtml for more information.

Course Pages

A library page with resources specific to your class or assignment can be created by the Social Work Librarian. If you are interested in attaining a library specific page for your course contact Jodi Shepherd at jrshepherd@csuchico.edu or 898-5499. An example of a course specific library page can be found here: <http://libguides.csuchico.edu/swrk435>. A general Social Work guide is also available: <http://libguides.csuchico.edu/socialwork>. These pages can be provided to students via BBLearn or a syllabus. They are also linked from the library's website under "Research & Subject Guides."

Library Instruction

The Social Work Librarian is available to come to your class and present on how to do library research. If you would like to set up an in class session, contact Jodi Shepherd at jrshepherd@csuchico.edu or 898-5499.

Library Help

Students often do not know that library help is available. Placing the following information in your syllabus is helpful to students so they know where to go for help:

Ask a Librarian!

Reference Help is available at the Meriam Library, Reference hours: M- Th 10-6:00 F 10-5 Su 3-7, In Person: 2nd floor Meriam Library, Call: (530) 898-5833

Email: referenceemail@csuchico.edu

Chat: www.csuchico.edu/library/ (available 24/7)

Video/Films/DVD

Some faculty have social work videos, and there are also some in the office. You may email the faculty for recommendations on specific issues. There are videos/films/DVD's available through the Meriam Library.

Title IV-E Child Welfare Training Program (Butte 543) has materials that address family and child welfare issues. They can be reached at 898-4261. They can also obtain resources from the CSU, Long Beach Child Welfare Resource Library. It can be accessed at <http://www.csulb.edu/projects/ccwrl/index.html>, and Title IV-E will pay for the return postage on items borrowed by faculty for classes teaching IV-E students. These items must be checked out and returned to Melissa Cheatham.

Portal

The portal provides several campus services from a single point of access. Faculty can view their schedule, class lists, Black Board Learn courses, and submit grades through the portal. You will also need a portal account to access library resources from off-campus. To get an account, go to <http://portal.csuchico.edu> and select "New Faculty and Staff Account," which will walk you through the process. You will need to have your Wildcat ID to set up your portal account.

Blackboard Learn

Blackboard Learn is an online environment that facilitates the creation and administration courses. It can be used to supplement existing courses by including online exams, student progress tracking, surveys, access control, course calendar, live chat rooms or discussion as deemed appropriate by the instructor.

<https://wiki.csuchico.edu/confluence/display/tpkb/Blackboard+Learn>

TLP can help you develop online classroom materials. TLP has a lab in the Library Basement, where staff is available to help you. TLP offers workshops, which you can sign up for at

<http://www.csuchico.edu/tp/learn/workshops.shtml>

You can call them at ext. 6167 for more information.

Field Education

Field Education is the signature pedagogy of both the School of Social Work. The purpose of field education is to prepare students for the world of professional social work practice by placing them in actual settings under the guidance of social work practitioners where they will develop essential competencies in applying social work knowledge, values, and skills. Faculty is encouraged to integrate student field experiences into their course curriculum. The Director of Field is available to meet with faculty to discuss how this might be accomplished via exercises or assignments. For more information, Patty Hunter, Field Education Director, 898-5875.

Faculty who are hired as a Faculty Field Liaisons will attend a separate field liaison orientation held at the beginning of each fall semester to review the responsibilities attached to that role. Field liaisons are also required to attend Field Committee meetings, which are scheduled throughout the semester.

Reimbursement for Field Travel

For adequate mileage reimbursement, file your travel reimbursement claim with Nicole on a monthly basis. Travel reimbursement request forms are on the web,

<http://www.csuchico.edu/ao/forms/index.shtml>

Liaisons traveling for agency visits with MSW IV-E students should fill out a Foundation Travel Claim with Teresa for MSW claims and Nica for BSW claims to be reimbursed with IV-E funds. The current rate for all travel reimbursement is .50 per mile.

Guest Speakers

When using a guest speaker in your classroom, please notify office staff before class, as it can be important to know who they are on campus in case of an emergency.

Room Assignments

Schedule building and classroom assignments are done a year in advance. Social Work only has a limited number of classrooms that are assigned to the School. The rest of our room assignments are first come first serve and at the discretion of the Director of Academic Publications, Facilities, and Database Operations.

Room Assignments are not confirmed and may change due to enrollment size or University classroom demand. If your classroom changes after syllabi are created, you will be notified immediately by Angela.

As you begin the semester, if you feel your classroom assignment is inadequate, a request can be made to Angela about requesting an alternate classroom. Please note that classroom changes at the beginning of a semester are very difficult or impossible, but requests can be made. Requests for a “smart” classroom (with internet connection) are made by the department one year in advance, and are usually NOT possible at the beginning of a semester.

Title IV-E Child Welfare Training Program

Adjunct faculty teaching Title IV-E program students will be provided with a Title IV-E manual that includes policies, procedures, and the curricular competencies. The Coordinator, Meka Klungtvet-Morano will meet with the faculty as needed each semester to review the manual and program requirements.

Mental Health Education Program

To address the growing need for MSWs in public mental health agencies, the Department of Mental Health (DMH) through the Mental Health Services Act (California Prop 63) offers a Mental Health Educational Stipend. The Mental Health Services Act provides for an annual stipend program to Schools of Social Work in California. One-year stipends are awarded to students in their final year of graduate social work programs. For 2012-2013 academic year, CSU, Chico School of Social Work has received stipend grants for full time concentration year students dedicated to working in county public mental health agencies. Please see rules on stipend funding in Roles and Responsibilities of MSW Students in this handbook. Detailed information regarding this program can be found on the School’s Website <http://www.csuchico.edu/swrk/programs/mh/index.shtml>

Hartford Partnership Program In Aging Education (HPPAE)

The School of Social Work is honored to have been awarded the John A. Hartford Foundation Partnership Program in Aging Education (HPPAE) grant for 2006-2009. This grant is administered by the New York Academy of Medicine. Since 2009, the HPPAE has been self-sustaining through partnership with the MH Stipend program, community agencies, and the Soroptimists International of Chico *Aging and Gerontology Education (A.G.E.) Award*. Through the HPPAE, Concentration year students in the Master of Social Work program at CSU, Chico participate in a year-long training in gerontology that centers on a rotation model for internships. Rotations are tailored to the needs of the students and the community, and expose students to up to four agencies and/or internal programs within the year. In addition, students attend three specialized workshops per semester relevant to providing service to our rapidly growing population of older adults. The rotations and workshops provide students exposure to the challenges affecting social work with older adults ranging from legal, mental health, planning and advocacy, policy, wellness, and health promotion. Please refer to the School of Social Work Website, *Working with Older Adults*, for further information on the program, including the stipend and application process: <http://www.csuchico.edu/swrk/>

Grades

Faculty should return graded material to students in a timely fashion. Whenever possible, inform students when you expect grading to be completed. If you want them picked up before your next class, you can leave graded papers (or other materials) for students in the department office. Please give your material to a staff or student worker to place in the file with your name on it. Students will need to ask one of the office staff to get their paper. If a student does not pick-up a paper within 3 weeks it will be returned to you.

Final grades for each semester are regulated by the university and cannot be submitted late. All grading is done electronically through PeopleSoft using your Portal Account. If you need help call the Student Records Office (x5143) for assistance. Please adhere to the University guidelines and deadlines in the catalog. If you are unable to turn your grades in by the deadline, please contact the BSW or MSW Director. Shortly after you submit grades each semester, you will receive Grade Confirmation Reports. These reports list the grades provided on your official class role to the Student Records and Registration Office. Check for accuracy, and if you find an error complete a Change of Grade form (in department office) to correct the error. You should keep these reports for 5 years.

Incompletes

There are times when a student who has already turned in most of the semester course work is unable to complete a final assignment before the semester ends, and s/he may ask to receive an Incomplete for the semester until the work is completed. If the student meets the University's criteria for incomplete status <http://catalog.csuchico.edu/viewer/11/ACAREGS.html#>, you have the authority to give that student an *I* (undergraduate) or an *RP* (graduate) for his/her semester grade. Incomplete (*I*) forms for BSW students. Report of Progress (*RP*) for MSW students, are in the "forms" file in the workroom under "Incompletes." It is expected that the School of Social Work Incomplete Forms be completed and signed by the student and instructor, along with a written plan for completing the semester work, on or before the last day of class for the semester.

The incomplete paperwork will be kept in the student's file in the office. **The MSW or BSW Director must be informed of the student's I or RP status at the end of the semester.** The instructor is responsible for grading the incomplete work. Please keep in mind that unfinished work may impact the student's placement for field internship/practicum the following semester. Although the University's policy is that a student has one year to complete their "I" or "RP", the School's policy for BSW students in the professional sequence and all MSW students is that they are NOT allowed to continue in the next semester's course sequence until the incomplete coursework has been completed. If you have any questions on this policy or procedure, please contact the program director.

Grade Postings

Please note that releasing or publicly posting a student's academic record, status, or progress (i.e. grades) without the student's written permission, is a direct violation of the Title V Family Education Rights & Privacy Act (FERPA). FERPA <http://em.csuchico.edu/sro/ferpa.asp> divides student information in a student's record into the following two categories:

Options for Grade Postings

Federal law, CSU system, and campus student privacy policies allow faculty to post student grades in public places (i.e. your office door) only under restricted conditions. You cannot use the student identification number or any part of the student's social security number (SSN) as the identifier for posting grades. We ask that you assign students unique "numbers," or devise your own identification scheme, and then confidentially inform each student of the number or identity code you have assigned. The grade may then be posted next to the "unique" number or identification scheme without any violation of FERPA or campus policy (EM 01-01).

Professional Development Funds

If the budget allows, each tenure/tenure track faculty will receive \$600 to spend on Professional Development. **Pre-approval must be obtained.** Never purchase any item on your own, reimbursement will be denied from Kendall Hall.

Reimbursement for Travel in General:

Pre-approval must be obtained before possible reimbursement.

1. If you are expecting reimbursement for any job-related travel other than field site visits, you must first obtain approval from the Director of the School of Social Work, please include an estimate of how much it will cost.
2. File a Travel Request <http://www.csuchico.edu/ao/forms/index.shtml> and Request For Use of State Funds or Professional Development Request Form at least **two weeks prior** to your travel with Angela.
3. Keep all original receipts for your Travel Claim when you return. Receipts may include: food, lodging, car rental, and parking or airport fees, cab expense, etc. There is no per diem allowance for food expenses when traveling, but reimbursement may be obtained for up to \$50 per day in actual receipts. A \$5.00 daily miscellaneous allowance may also be obtained.
4. Upon your return turn in all original receipts to Angela along with a completed Travel Claim. <http://www.csuchico.edu/ao/forms/index.shtml>
5. Travel expense claims are tightly controlled and audited at this university, so please keep careful track of all your expenses and work with Angela to receive an appropriate reimbursement. **Professional Development funds must be used for approved travel.**

Driver Training Authorizations

If you will be seeking reimbursement for travel involving personal driving, or if you will be taking any field trips or other trips involving university business, you must have attended and be certified with a Driver Training Authorization, which is good for four years. To view the availability of sessions, location, and to register, log into the [Web Based Training](#) (WBT) system click on the Course Catalog menu—the workshops are posted under the EH&S tab. If you need assistance logging into the WBT system, please contact [EH&S](#).

Student Rights and Responsibilities

Social work students have the right to an appeal process within the department, which is explained in the BSW and MSW Handbooks. Please refer students to the handbook if needed, although they may go to Student Judicial Affairs at any point in time to discuss their situation.

Student Concerns

Documentation is required for any concern, problem or issue with a student. If you need assistance resolving an issue, notify the BSW or MSW Program Director and refer the issue to the Student Review Committee. Procedures for this can be found in the Student Handbook under “Policies and Procedures for Addressing Students’ Academic and Professional Performance Problems.” Documentation that will go into a student’s file should be dated and signed.

Students in Emotional Distress

The Wellness Center is available for students with emotional issues or crisis situations. They offer some tips for dealing with students in distress online at: <http://www.csuchico.edu/cnts/tips.html>. You can also refer students for counseling by calling ext. 6345 or their website is <http://www.csuchico.edu/cnts/cwc/>

Disabilities

Students who require assistance should work directly with Accessibility Resource Center. You will receive notification from the student’s ARC counselor, who will discuss the student’s specific needs and options for assistance. <http://www.csuchico.edu/arc/> or 898-5959.

Teaching Tips

Social Work History **Timeline is to help plan ahead for events and deadlines.**
Bay\Departments\College of BSS\SWRK\Administration\SWRK Timeline-on going.doc

APA: Social work as a discipline follows the American Psychological Association Manual for writing and publishing. If your course requires a paper, it is essential that students learn and follow the APA writing style. There is a copy in the office, and there are some handouts that have been created to help jog your memory on APA writing style. If you have any questions, please contact the Director.

Personnel Information

Employment Contracts Specific to Adjunct Faculty

Prior to beginning your employment with the School of Social Work, you must have provided the department with the following information:

- CSU, Chico for Teaching Position
- SWRK Adjunct Pool Information Form, course preference list and qualification form.
- Current Vita or Resume
- Transcripts (first year of employment)
- Three Letters of Reference

Each academic year you wish to teach, you must also complete the following information:

- CSU, Chico for Teaching Position
- SWRK Adjunct Pool Information Form
- Updates of any of the above information (when applicable)

- Applicant Information (to be sent to the Office of Employment Practices and Affirmative Action on campus).

After being selected for teaching, a contract will be generated from the Dean's office and put in your mailbox for signature during the first week or two of classes. A 3 unit class generates .2 time base of the full-time equivalent salary for which you are hired, divided over six months each semester. Contracts are given on the basis of an entire academic year or by semester. Questions regarding your contract may be directed to Angela or to the Director of the School.

Paychecks

Paychecks are delivered to the School around 3 p.m. on the last day of most months, or on the first day of the month following. If you have arranged with the Human Resources office in Kendall 220 for a direct deposit of your paycheck, your deposit stub will be put in your mailbox. If your paycheck is an actual check, it will be held in Angela's office for you to pick up, or mailed to you for non-academic months. If you want to make other arrangements for your paychecks (such as mailing), please contact Angela.

CFA Membership

As a CSU Faculty or Lecturer, you may join the California Faculty Association for membership and benefits. If you are interested in more information about CFA, please contact the CFA Office at 898-4788 or the social work representatives, Vince Ornelas, at 898-5445 or Patrick Mace at 898-5273. The contract between CSU and CFA, can be reviewed online at: http://www.calstate.edu/LaborRel/Contracts_HTML/CFA_CONTRACT/CFAatoc.shtml

Vacation Accrual, Sick Leave & Medical Benefits

Sick and vacation accrual is addressed in the Collective Bargaining Agreement. (see above link)

Full-time faculty earn 8 hours per month of sick leave, and part-time faculty accrue on a pro rata basis. For adjunct faculty, one course equals 0.2 of full-time, which equates to earning 1.6 hours per month of sick leave. Medical benefits are available for adjunct faculty who teach a 0.4 or above workload. If you are teaching 0.4 or more, the Personnel Coordinator (x6435) in the Human Resources Office (Kendall 222) can provide additional information regarding benefit choices.

Review Process - Retention Tenure Promotion (RTP) File

All faculty and adjunct faculty have a specific review process, which is summarized in the School of Social Work Personnel Policies and Procedures (Appendix G), the BSS College Faculty Personnel handbook (Appendix H), and the CSU, Chico Faculty Personnel Policies and Procedures (FPPP) document that can be found online:

<http://www.csuchico.edu/faaf/fppp.shtml>

As part of this process copies of the course syllabi, examples of graded papers (A, B, and C), and quizzes and/or exams are included in your personnel file for additional evidence of effective teaching (see BSS College Faculty Personnel Handbook in Appendix H). Please make appropriate copies for each course that you are teaching and include a summary of classroom observations and SET's. If you have questions about this process, make an

appointment with the department Personnel Committee Chair. Full-time tenure track faculty are reviewed every year until tenure is granted. **Adjunct faculty are reviewed each year unless the CBA specifies differently.**

Student Evaluations of Teaching (SET)

Students evaluate every course and the teaching methods used every semester. **The SET must be administered to your class during a specific time period. All SET's are conducted online unless requested otherwise. If you administer your SET's by pen and paper,** then follow the instructions and return them to the office by a student. The reports, called the Student Evaluation of Teaching (SET), are distributed to departments from university testing services before the following semester. The SET reports will be distributed to you electronically.

Class Visitations

Each academic year a faculty member will come to at least one of your classes to observe your teaching. As part of the Retention and Tenure Process (RTP), all faculty observe one class period and write a brief report on your teaching and interaction with students. The faculty member who is assigned to observe your class will contact you, discuss a convenient class period to observe (there must be at least a 5 day notice), and attend class on that day. When they arrive, you can introduce them and inform the class that the faculty member is acting as an observer for the day. Within one to two weeks after the visit, the faculty observer will meet with you to discuss the report. You will be given a copy of the report and asked to sign the original. Do not sign the report if it contains incorrect or disputed information. You should then request a conference with the MSW or BSW Director to discuss the issue.

Classroom Visitation Evaluation

COLLEGE OF BEHAVIORAL & SOCIAL SCIENCES

Classroom Visitation Evaluation

Instructor _____

Course/Section _____

Evaluator _____

Date of Evaluation _____

1. Does the instructor seem well prepared?

2. Does the instructor synthesize, interpret, and summarize effectively?

3. Does the instructor adjust to class level of comprehension, explain new/different concepts, and tolerate disagreement?

4. Does the instructor hold student interest, encourage opinions and questions?

5. Does the instructor make effective use of examples? Blackboards, use appropriate voice speed, modulation, and language?

6. Comments:

Curriculum Vitae

I. Department Standards

Include a copy of the Department RTP Standards. These standards will be used by all levels, including the Dean, Provost, and President, to assess your contributions to the achievement of high-quality learning environments.

11/22/2002

II. Curriculum Vitae

Each discipline will have its own standards for the presentation of one's contributions in the area of teaching, scholarship, and service. Please make sure your CV follows disciplinary guidelines. However, a non-specialist should be able to access and verify the forms of scholarship and creative activity on your CV. See attached Curriculum Vitae Guidelines.



Guidelines for Preparing your Curriculum Vitae for your Dossier

Nearly every academic discipline follows somewhat different conventions in content and format of the *Curriculum Vitae (CV)*. Such variation is to be expected and need not present problems for readers from other disciplines, provided that the CV is well organized, neatly prepared, current, and non-redundant. Following the general guidelines below will result in a CV that provides reviewers outside your home department with the information that they need about your professional accomplishments in order to make judicious recommendations.

- Your CV should include clearly labeled sections detailing your accomplishments in the areas of instruction, professional growth and achievement, and other contributions to the University and community.
- Within each section, list entries in *reverse* chronological order. That is, list your most recent accomplishments first and your earliest accomplishments last. Tenured faculty members may include entries occurring *only since their last personnel action* (i.e., award of tenure; promotion; five year review). Candidates for tenure and promotion should list entries reflecting their full probationary period and be sure to include entries during any service credit.
- See *Curriculum Vitae template for your Dossier*
- The section on Instruction should tell the reader, *at a minimum*:
 - Which courses you have taught.
 - Whether you have received awards or other recognition for teaching, when you received them, who (what organization/committee/body) provided the award or recognition, and whether or not other faculty members were considered for the same award or recognition during the same time period.
 - Workshops, conferences, etc you have attended to improve your teaching, and when you attended them.
- The section on Professional Growth and Achievement should tell the reader, *at a minimum*:
 - What you have published, where, and when. *Specify whether or not the publication outlet is peer-reviewed. If the publication outlet is a key one, or unusually prestigious in your field, specify that as well.* Include any “in press” or “forthcoming” publications *for which you have a letter of acceptance* from an editor. The letter of acceptance should be included in the backup documentation available for committee/dean/provost review upon request.

- Manuscripts currently under review for publication, and the journal to which you submitted them. *Note if any are in the “revise/resubmit” stage.*
- What you have presented, where, and when.
- External grant proposals you have written, when and to whom they were submitted, and whether or not they were funded.
- Internal research funding proposals, when they were submitted, and whether or not they were funded.
- In-service workshops, training sessions, or consultations that you have provided, for whom, and when.

- The section on Other Contributions to the University and Community should tell the reader, *at a minimum*:
 - Department, college, and university committees on which you have served.
 - Department, college, and university committees that you chaired, and key accomplishments of those committees under your leadership.
 - Professional organizations to which you belong, and any leadership roles you play in those organizations.
 - Community service roles *that draw on your professional training*. *Do not include community service roles that are unrelated to your professional training.*



***Curriculum Vitae* template for your Dossier**

- **Instruction**

- Courses taught
- Awards
 - Date
 - Who
 - Other faculty members considered?
- Workshops & conferences, etc. attended to improve your teaching
 - Date
 - Name

- **Professional Growth and Achievement**

- Publications (Citations should be in style preferred by your dept., e.g. APA, Chicago)
 - Peer reviewed publications
 - Non-peer reviewed publications
 - In press
 - Peer reviewed
 - Non-peer reviewed
 - Provide evidence of submission
 - In review
 - Peer reviewed
 - Non-peer reviewed
 - Provide evidence of submission

(Note if they are in revise or resubmit state)
 - In progress
 - Provide info about where it will be submitted
- Presentations

- International
 - Peer reviewed/selection process
 - What
 - Where
 - Date
 - Non-peer review
 - What
 - Where
 - Date
- National
 - Peer reviewed/selection process
 - What
 - Where
 - Date
 - Non-peer review
 - What
 - Where
 - Date
- Regional, State, Local
 - Peer reviewed/selection process
 - What
 - Where
 - Date
 - Non-peer review
 - What
 - Where
 - Date
- External grant proposals
 - Title of grant
 - Granting agency
 - Date
 - Amount
 - Whether or not funded
- Internal research funding proposals

Page X of X
Date

- Title
- Date
- Amount
- Whether or not funded
- In-service workshops, training sessions, or consultations provided
 - Date
 - Topic

Page X of X
Date

- For whom

• **Other Contributions to the University and Community**

- Department committee assignments
 - Note any leadership roles
 - Key accomplishments
- College committee assignments
 - Note any leadership roles
 - Key accomplishments
- University committee assignments
 - Note any leadership roles
 - Key accomplishments
- Professional Memberships and Activities
 - Note any leadership roles
 - Key accomplishments
- Community Memberships and Activities
 - **Only** if relates to your profession

<p>III. Narrative</p>

A. Teaching philosophy. Teaching is a reflective practice aimed at constant improvement. Be sure to include the goals you set for your students and how you help students to achieve those goals in your narrative. It is recommended that you use the

Seven Principles for Good Practice in Undergraduate Education to guide your response.

- B. The integration of teaching and scholarship.** In one page, please explain how your teaching and scholarly interests relate to and support one another.
- C. Research.** In a *brief but thoughtful* discussion, please explain the synergy among research and service (or research, service and teaching) and what your future plans in these areas are.
- D. Selected** illustrative materials. You may include carefully selected teaching or scholarly documents to illustrate key points in your narrative. Your narrative must explain the points illustrated by any inclusions, and any inclusions must fit within this binder.

IV. Data and Interpretation

A. Teaching and related activities:

1. Summary of Student Evaluations of Teaching (Part I). Include a copy of the summary sheet for each course evaluated since your last review. Please group evaluations of different sections of the same course together.
2. Summary of Student Evaluations of Teaching (Part II). Please provide a narrative (1 page) summary of all of your student comments (from Part II of the SET form), with emphasis on those that you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted in more than one course.
3. Summary of Peer Evaluations of Teaching. Please provide a narrative (up to 1 page) summary of the peer evaluations (classroom observations, letters of support) you have received, with emphasis on those taking place since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted by multiple evaluators.
4. Reflections on SETs and Peer Evaluations. Please provide a narrative (1-2 pages) reflection of the evaluations of your teaching provided by students and peers. What have you learned from the evaluation process? What changes have you made in your teaching as a result of these evaluations?
5. List of Courses Taught at CSUC.

Course Number	Course Title	Year/Semester Taught	New Course? Y/N	New Syllabus? Y/N

B. Research, scholarship and creative activity:

1. Provide a list of your publications, including on-line publications. For articles, be sure to indicate whether or not each was peer reviewed. Provide the volume and page number of all articles. For on-line articles, provide the appropriate html to retrieve.
2. Provide a list of performances, openings, and/or shows. Be sure to provide full information about the venue and give a citation for any published reviews.
3. Provide a list of grant and contract work. It is important to indicate whether or not the grant and/or contract work represents, or will result in, a form of scholarship.
4. Provide a list of other activities as specified in your department's RTP standards.

C. Service to the department, college, university, profession, and/or community.
Please provide a list of your service activities. Use your department's RTP standards to determine what activities should be included.

D. Contributions to the strategic plan and goals of the department/unit, college, and university.
Please provide a summary of your activities in this area.

NOTE: These suggestions are grounded in the FPPP. See sections 3.0.n and 8.6.b.3.

Advising Information

BSW

Introduction

As a faculty adviser, you represent the School of Social Work to current and future majors. Faculty advisers should meet with their assigned students each semester to discuss their progress in the major, review their social work courses and, a year before their scheduled graduation, and complete the online major clearance process. It is the students' responsibility to initiate these appointments. It is the faculty advisor's responsibility to complete the online degree process, making core courses substitutions as needed. From the start, it is important to establish that you are the student's *Faculty Adviser in the Major only* – you advise and make sure that students have taken, are taking, or are planning to take the social work courses required to graduate as a Social Work major. Remind students that you do not approve or evaluate undergraduate GE credits – the Academic Evaluations office is responsible for that type of review. Students should meet with their evaluator annually to ensure completion of University requirements. Students do not want to discover after graduation that they are missing one GE course or are a unit short.

Purpose of Social Work Advising

The Council on Social Work Education (CSWE) requires that social work faculty advise BSW students. This allows social work faculty to establish relationships with students, review liberal arts requirements, and discuss professional ethics. Ethical behavior is the driving force behind quality social work, and this interaction allows social work faculty to model that behavior to students.

Social work majors must understand the order of courses in the major and when they must be taken. Because social work courses are sequential – the knowledge base in the lower level courses are required for the next semester series of courses – students must pass all the courses required during the semester they are offered before advancing to the next series of courses. If a student does not take or pass one of the courses in the sequence during the designated semester, they will have to wait until the following year, when that course is offered again, before they can advance to the next series of social work courses.

If serious and compelling reasons prevented students from fulfilling the above requirements, they can petition the BSW Director to review of the policy in their particular case.

The **Social Work Core** consists of **24 units** – BIOL 104 (or a human biology course), ECON 101 or 102 or 103 (general, macro, or micro), MATH 105 (Statistics), PSYC 101 (Psych Principles), SOCI 100 (Sociology Principles), SWRK 170, 200, and 302. These must be completed before students can begin the *Professional Sequence*. During the **fall** semester, while taking SWRK 170, 200, and 302, students must complete the *Professional Sequence Application*. The faculty review students' GPAs, prerequisites, and volunteer or employment

service hours. Students are also required to submit an autobiographical statement. The *Professional Sequence Application* is submitted mid-October, and students are notified of their acceptance in time to register for spring courses. Once the *Professional Sequence Application has been reviewed and approved, students may continue in the major with the next series of social work courses.*

Faculty Adviser Role

The role of the advisor is to review completion of the Social Work prerequisites and to assist students in arranging their schedules for the following semesters using the *Academic Planning Sheet* and the *BSW Course Plan*. This allows students to review the schedule of social work courses needed and when they are offered. Remind students that you are only their faculty adviser in the major, and Academic Evaluations (MLIB 180) will approve their graduation requirements.

During or after an appointment, advisers should make a note in the student's chart using the Advising Note form. This helps track students' progress through the major in case problems arise. Notes should be brief and state the date and purpose of the meeting.

Articulation Agreements

Students planning to take lower division GE courses at a community college can identify appropriate classes by using ASSIST. The URL is <http://www.assist.org>. Select "California State University, Chico" from the drop-down menu. In the next screen, choose the community college. Select "CSU GE-Breadth Certification Courses" and then the Area from the pull down menu (e.g., D3-Ethnic Studies). You and students can also view articulation agreements the School of Social Work has with various community colleges. However, final approval must come from the BSW Director.

Academic Probation and Disqualification

Please encourage any student that you see who is on Academic Probation to visit the Academic Advising Office in Student Services Center 120.

http://www.csuchico.edu/aap/academic_probation_disq/index.shtml

An undergraduate student on academic probation may be subject to academic disqualification based on their GPA(s) and class level. The website explains the minimum GPA a student needs (in both your cumulative and Chico GPAs) to avoid entering into disqualification range http://www.csuchico.edu/aap/academic_probation_disq/academic_disqualification.shtml

Advisor Resources Handout

Opportunities for Training and Development, Professional Staff Available to Assist You, CSU, Chico Student Support Services, Electronic Resources.

Degree Progress Report FAQ/Legend

How to read the new degree progress report.

Academic Rigor

Academic rigor refers to the consistent expectation of excellence and the aspiration to significant levels of achievement.

Department Manual

The academic department manual is intended to be supplementary to the catalog, with additional policies, and procedures of specific interest to the deans, department chairs, and faculty.

Outstanding Academic Advisor Recognition Program

The Recognition Program is designed to honor those who have consistently demonstrated their dedications and skill in service to their advisees.

Outstanding Advisors of the Year and Award Recipients

Meet the CSU, Chico Outstanding Advisors of the Year and Award Recipients from the National Academic Advising Association's National Advisor Recognition Program.

Workshops & Skill Development for Advisors

Academic Advisor Competency List, Skills Development Workshops, Faculty Involvement in Retention & Advising, Skills, Knowledge, and Attitudes Required for Good Academic Advising, 30 Reminders for Effective Advising.

View Advising Resources on the Internet (<http://www.psu.edu/dus/mcta/links.htm>)

The Mentor (<http://www.psu.edu/dus/mentor/>) is a free electronic publication about academic advising in higher education. Published by Penn State's Center for Excellence in Academic Advising.

Summer Advising

The University offers orientation and advising for new students (freshman and transfer students) during the summer months (Summer Orientation or Summer "O."). Advising sessions are organized by College. Sessions begin at 2:00 p.m. and last approximately one hour. Summer "O" will call the faculty member 24 hours before the session to confirm if an adviser is needed for that day and how many students will attend. The School of Social Work 12 month faculty volunteer for summer advising.

The sessions take place in an assigned room in Butte Hall. Faculty should arrive 10 minutes before the session begins to complete paper work and confirm the assigned room.

MSW

Prior to the beginning of classes, students are directed to contact the MSW Director with questions regarding the MSW program and their graduate education experience. Students are introduced to their faculty program advisor during the mandatory orientation in the Fall semester. After the beginning of classes, students are directed to consult the faculty adviser assigned to them for the following purposes:

- To assess her/his aptitude and motivation for social work
- To become knowledgeable regarding potential field settings
- To decide whether to complete a thesis, project, or comprehensive examination
- To assist in selecting the thesis or project chair, and committee when appropriate
- To assist in monitoring academic performance (when a student's GPA is in danger of falling below a 3.0, or a student has failed to maintain a solid B where required, the adviser consults with the student to develop a corrective plan)
- To notify the MSW Director of academic and professional performance difficulties, and/or to notify the Field Education Director of problems in the field practicum
- To consult, support, and guide when program difficulties or concerns arise
- To assist in locating campus resources and making referrals when appropriate
- To provide suggestions and alternatives for another career choice or major if appropriate.

Appendix A



California State University
Chico

**Absence Report
and
Intermittent Employee
Timesheet STD 634**

Chico State ID

Last Name

First Name

Middle Initial

Department Name

Pay
Period

(mm)

(yy)

**ABSENCE
CATEGORIES**

Employee Status **NON-EXEMPT – Sick leave and vacation may be taken in tenths of an hour increments. Eligible for overtime compensation.**
EXEMPT – Sick leave and vacation must be charged in one-day increments. Not eligible for overtime compensation.

INDICATE HOUR(S) - DO NOT USE SYMBOLS

	30-31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	TOTAL	C O D E S	
HOURLY INTERMITTENT EMPLOYEES (TIME WORKED)																																				
SICK LEAVE-Self																																				S
SICK LEAVE-Family																																				SF
SICK LEAVE Relationship Death																																				SD
BEREAVEMENT/ FUNERAL LEAVE Relationship																																				FL
VACATION																																				VA
OVERTIME CREDITS																																				CT
PERSONAL HOLIDAY																																				PH
SHORT TERM MILITARY LEAVE (Attach copy of military orders)																																				ML
MATERNITY/ PATERNITY/ ADOPTION LEAVE																																				MP
UNPAID LEAVE GRANTED (DOCK)																																				L
AWOL – Unapproved Absence																																				A
OTHER ABSENCES (ADML indicate other reasons)																																				
																																				FP

This Absence Report & Intermittent Employee Timesheet may include reporting of furlough time. During a furlough week, vacation and/or sick leave must be reported even if less than a full day. All employees must be specifically authorized if they work more than 32 hours in a furlough week. Hours worked over 32 but less than 40 will be compensated at a straight time rate, and those hours worked over 40 at a time and one half rate. You shall be subject to discipline if you work unauthorized hours in a furlough week. Overtime must be submitted on the CSU, Chico Overtime & Holiday Work Time form.

SUBPOENAED WITNESS FOR THE STATE **SW**

Select One: I will submit my fees to the Cashier's Office: Change the time off to my vacation; Dock my pay for the time off

JURY DUTY **JD**

Select One: I will submit my fees to the Cashier's Office: Change the time off to my vacation; Dock my pay for the time off

To the best of my knowledge and belief, the facts stated above are accurate and in full compliance with legal requirements.

Certified by Employee:		Approved by Supervisor:		PAYROLL USE ONLY	
Signature _____	Date _____	Signature _____	Date _____	Campus Zip _____	Initials: _____ Date: _____

Appendix B

Use of Copyrighted Materials

Introduction

Each member of the CSU, Chico community is responsible for understanding and complying with US copyright laws. CSU Chico faculty, staff and students also must consider the copyright and intellectual property policies of the Chico campus, as well as the CSU system. The purpose of this website is to provide links to relevant information about US copyright law, as well as CSU, Chico's copyright policies and guidelines.

CSU, Chico Copyright Policies

CSU, Chico copyright and intellectual property policy is found in three Executive Memoranda:

- [EM 75-10](#) Policy for Use of Media
- [EM 83-08](#) Policy for Patents & Copyrights
- [EM 97-07](#) CSU, Chico Intellectual Property Policy

Other relevant sources of information include:

- [EM97-18](#) "Policy on Use of Computing and Communications Technology"
- A 2003 [report](#) from the Task Force on Intellectual Property of the Academic Senate of the California State University (CSU): "Guidance for CSU Policies on Intellectual Property. Intellectual Property, Fair Use, and the Unbundling of Ownership Rights."
- A [Guide](#) to Graduate Studies: Policies, Procedures, & Format. See pages 20-22* for copyright restrictions for Master theses and projects. (* Acrobat reader pages 28-30)

For issues related to the [Digital Millennium Copyright Act \(DMCA\)](#), Brooke Banks in Information Resources is our "agent to receive notification of claimed infringement at California State University, Chico." Her email address is bfbanks@csuchico.edu
For the CSU system, [Steven Raskovich](#) is the resource attorney for intellectual property. He also has responsibility for the California State University Channel Islands and Chico campuses.

Copyright Basics

- The United States Copyright Office, "The Basics" <http://www.copyright.gov/circs/circ01.pdf> which is from their homepage: <http://www.copyright.gov/>
- Copyright Quick Guide from Columbia University Copyright Advisory Office (new home of Ken Crews) <http://copyright.columbia.edu/copyright-quick-guide>
- [Copyright Crash Course](#). University of Texas System
- An online interactive introduction to the principles of U.S. copyright for higher education. Center for Intellectual Property, University of Maryland University College, 2002. [©Primer](#)
- "Campus Copyright Rights and Responsibilities: A Basic Guide to Policy Considerations." This is a very readable document from the Association of American Universities,

Association of Research Libraries, Association of University Presses, and Association of American Publishers (December, 2005)

http://www.aaupnet.org/aboutup/issues/Campus_Copyright.pdf

A Book: *Copyright Essentials for Librarians and Educators* by Ken Crews: KF2995 .C74 2006 (Reference). First edition is in the Main collection.

Copyright, Teaching and Fair Use

- University of Texas, Austin's materials on [fair use](#) are done very well. On this page is a very helpful [Four Factor test](#).
- Columbia University's Copyright Advisory Office provides a wealth of [general information](#) about fair use and a Fair Use [Checklist](#)

The TEACH Act

For a collection of web sites about the Technology, Education and Copyright Harmonization Act (the TEACH Act) see <http://www.csuchico.edu/lcmt/teachact/index.htm>

Investigating Copyrights: the steps

The University of Texas provides a list of [steps](#) to follow to decide whether you need permission to use a copyrighted work.

Obtaining Permission

There are businesses that can secure copyright permissions for you, for a fee, or you can do it yourself.

Columbia University's Copyright Advisory Office provides a thorough and richly linked site on permissions: <http://copyright.columbia.edu/permissions>

For text based materials [The Copyright Clearance Center](#) (CCC) will obtain copyright permissions for a fee. To secure rights for other types of materials like musical works, see the [list of collective licensing agencies](#) at the Columbia University's Copyright Advisory Office website.

[Xanedu.com](#) now also offers a [copyright clearance service](#) to their customers.

If you want to get permission yourself, a [handout](#) with instructions on how to do this is available in the Technology and Learning Program (TLP) lab in the basement of the library (MLIB 003). A model permission [letter](#) is included in the [handout](#).

The permission letter was derived from a CETUS booklet, "Fair Use of Copyrighted Works" (© 1995 by CETUS) a website on copyright by the University of Tennessee, both of which are no longer available online.

A recommended book: *Getting Permission. How to License and Clear Copyrighted Materials Online and Off.*(2007) By Richard Stim. (This is a Nolo Press book). [KF3002 .S75 2007](#). (Main)

Copyright Ownership/Registering Copyright

The US Copyright Office has a [website](#) with instructions on how to register your works.

Copyright Law-Primary Documents

If you want to see the primary documents for US copyright Law go here: <http://www4.law.cornell.edu/uscode/> Look down the list and you'll see Copyright Law under [Title 17](#).

For an alternate source see: "Copyright Law of the United States" at www.copyright.gov/title17/ from the US Copyright Office. For a version with historical and revision notes see <http://frwebgate.access.gpo.gov/cgi-bin/usc.cgi?ACTION=BROWSE&title=17usc>

Public Domain

Several charts are available on the web that show "When Works Pass Into the Public Domain." The first is by Lolly Gasaway, Professor of Law and Director of the Law Library at the University of North Carolina, Chapel Hill. <http://www.unc.edu/%7eunc1ng/public-d.htm> The second was originally published by Peter Hirtle and is available at <http://copyright.cornell.edu/resources/publicdomain.cfm>

CSU Manual and a Code of Best Practices

In July, 2007 the CSU Office of General Counsel published a manual on the fundamentals of Copyright and Fair Use: http://www.sonoma.edu/aa/gc/Fair_Use.pdf In their announcement they said, "University Counsel assigned to your campus are available to respond to questions in this area."

A [code](#) of best practices for online video is now available from the American University's Program on Information Justice and Intellectual Property in the Washington College of Law, and the Center for Social Media in the School of Communication.

White Paper

The Digital Learning Challenge: Obstacles to Educational Uses of Copyrighted Material in the Digital Age. (from the Berkman Center) August, 2006
http://cyber.law.harvard.edu/publications/2006/The_Digital_Learning_Challenge

Recent Copyright Cases and History

On May 11, 2012 the opinion in the copyright infringement case against Georgia State University was released. Joan Chevie, from EDUCAUSE, provides a concise summary and links to additional sources of information of the case on this page <http://net.educause.edu/ir/library/pdf/EPO1204.pdf>

On October 3, 2011, the AIME versus UCLA case over streaming videos was dismissed by the trial judge. Peggy Hoon provides helpful comments about the case in her "collectanea" blog: <http://www-apps.umuc.edu/blog/collectanea/2011/10/copyright-contract-or-complica.html>
As Hoon notes, this case didnt provide much guidance about copyright, as it was dismissed primarily because of issues other than copyright itself.

A February 19, 2010 Issue Brief on the "Streaming of Films for Educational Purposes" from Jonathan Brand, Brandon Butler, Kenneth Crews, and Peter Jaszi. http://www.librarycopyrightalliance.org/bm%7edoc/ibstreamingfilms_021810.pdf offers some fascinating ideas for faculty using videos in their online classroom,

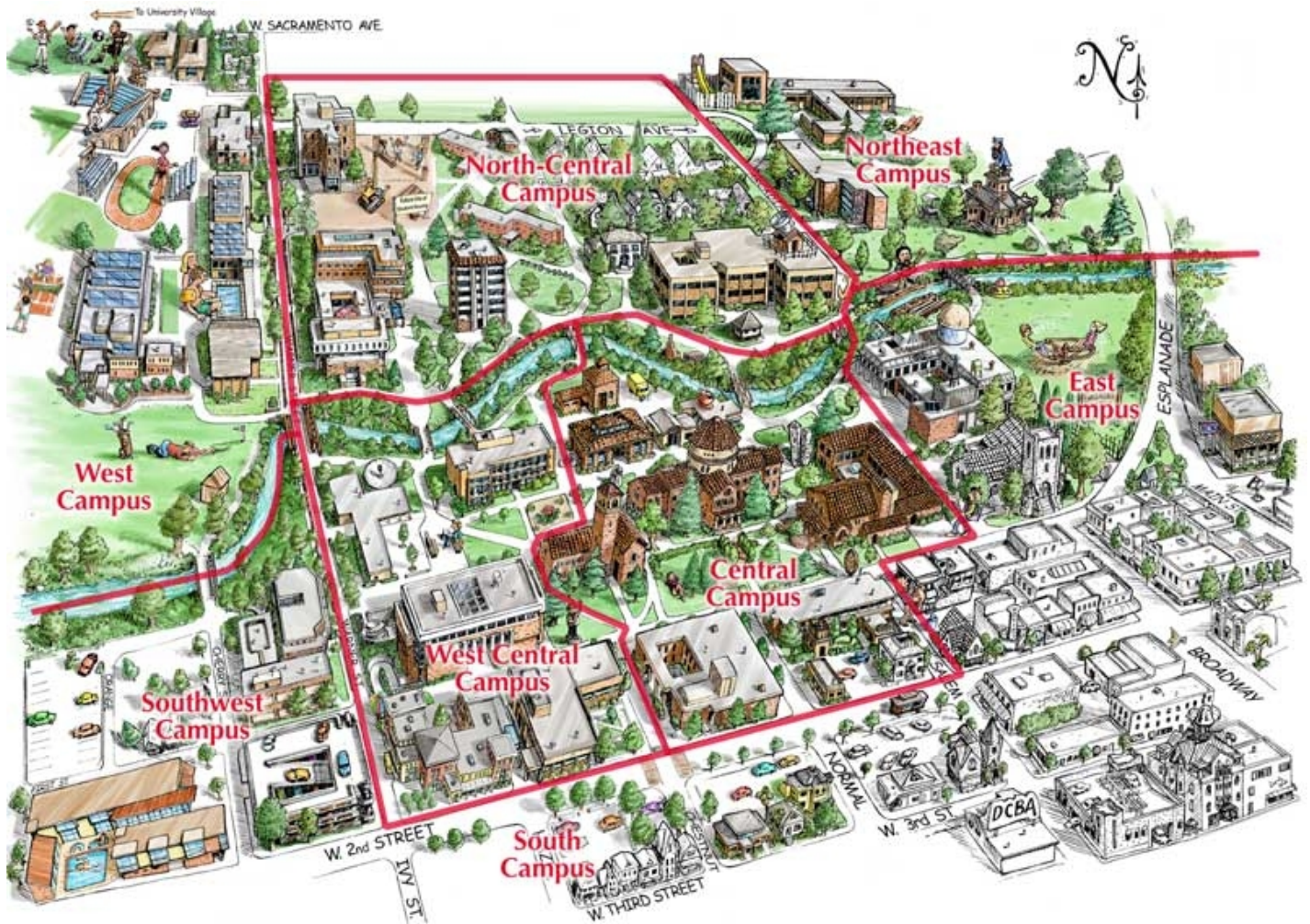
On November 2nd, 2002 President Bush signed the "Technology, Education and Copyright Harmonization Act" ([The TEACH Act](#)) into law.

On October 28, 1998 President Clinton signed the The Digital Millennium Copyright Act (DMCA) into law. The act was an attempt to expand copyright regulation into the digital environment.. You can see a good summary on the DMCA by the US Copyright Office at this link:<http://www.loc.gov/copyright/legislation/dmca.pdf> If you want to see the whole 94 page DMCA go to:<http://www.loc.gov/copyright/legislation/hr2281.pdf>
The UCLA Online Institute for Cyberspace Law and Policy has a [web page](#) with more information on the DMCA.

The materials in the [Primer](#) from Center for Intellectual Property and Copyright, University of Maryland University College"includes *historical* background materials about copyright. If you want to go over the defining court cases for copyright, see *Latman's The Copyright Law*. 6th ed., 1986. The book also starts with a brief history and overview of the constitutional basis of copyright. KF2994 L38 1986 (Main)

The information on these page is not legal advice. It is for informational purposes only. If you are seeking advice for your particular needs, you should consult a lawyer

Appendix C



Appendix D

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.* 3

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple ⁵ factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods⁸ in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 Identifies its concentration(s) (EP M2.2).

M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

M3.3.3 The master's social work program identifies no fewer than six full-time faculty

with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Appendix E

STANDARD SYLLABI POLICIES

Please refer to the Handbooks for syllabi details and policies.

BSW Handbook [BSW Student Handbook 2012-2013](#) page 46

MSW Handbook [MSW Handbook 2012-2013](#) page 41

MSW Letter Grade Definition:

An “A” grade at the graduate level means that a student is performing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the graduate level means that a student is performing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “C” grade at the graduate level means that a student is performing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

An “E” at the graduate level means that a student is performing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Note: There are no “D” grades in the graduate program

For Field Syllabi

(CR) Credit

A CR indicates satisfactory achievement of course objectives: equated with a B and is not calculated in student’s GPA.

(NC) No Credit

a NC indicates unsatisfactory achievement of course objectives: equated with an F and is not calculated in the student’s GPA.

(IC) Incomplete Charged

Incompletes (I) will be assigned only in cases where instructors conclude that a clearly identifiable pattern of course requirements cannot be met for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the "RP" symbol is required. The conditions for removal of the Incomplete, including the time period allowed for the removal, shall be reduced to writing by the instructor and given to the student with a copy placed on file with the appropriate campus

officer until the Incomplete is removed or the time limit for removal has passed.

A student may not re-enroll in a course for which he or she has received an "I" until that "I" has been converted to a grade other than "I"; e.g., A-F, IC.

An Incomplete must be made up within one calendar year after it is assigned whether or not the student is enrolled or it will be changed to IC in a letter grade situation or to NC in a CR/NC situation. An extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade. See University Catalog p. 143.

(RP) Report in Progress:

The "RP" symbol is used in connection with courses that extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses. It is employed in connection with Independent Study (698), Master's Study (699), and similar courses (e.g., designated Special Topics/598 courses approved for this grading option) where assigned work frequently extends beyond a single academic term and possibly requires enrollment in more than one term. Cumulative enrollment in units attempted may not exceed the total number applicable to your educational objective. Work must be completed within one year of initial enrollment for 698 courses and within the seven years allowed for the completion of the master's degree for 699 courses. See University Catalog p. 143-4.

MSW Grades

MSW Grades are determined by each student's point totals applied to the following percentages:

A = 94 - 100	B+ = 87 - 89	C+ = 77 - 79	F = ≤ 69
A- = 90 - 93	B = 84 - 86	C = 74 - 76	
	B- = 80 - 83	C- = 70 - 73	

Appendix F

California State University, Chico
School of Social Work
Faculty Workload Policy

Approved: April 18, 2012 by the School of Social Work Faculty

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 buy-outs, 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 Field Practicum section and seminar is worth six units or .4 of the faculty member's load as they have a maximum of 20 students in each section. Each MSW Field Practicum section has a maximum of 15 students and is worth .2 of the faculty member's workload. The maximum number of students allowed in each course is established by the CSU's C-classification system (the type of class and teaching method used such as lecture, laboratory, seminar, practicum, independent study, etc). The C-Classification system, an inventory of all courses in the School of Social Work with their C-Classification, and table delineating the workload of faculty members are included.

Assignment of Workload

The School of Social Work 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, Field Education Director, Title IV-E BSW and MSW Coordinators, Mental Health Stipend Program Coordinator, Interdisciplinary Center on Aging (ICOA) Director and Distributed Learning Coordinator). The Director has the overall view of the faculty member's commitments and the needs of the School, she/he 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 who apply for assigned time, Assigned Weighted Teaching Units (AWTUs) through sources outside of the School of Social Work (CELT, BSS Strategic Funds, School of Graduate, 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

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 program, and the MH Stipend program, are based on requirements of the California Social Work Education Center (CalSWEC) at the University of California at Berkeley that administers the IV-E program.

Position	AWTU Fa/Sp	AWTU Summer
Director of the School	.75	.75
BSW Director	.50	.50
MSW Director	.50	.50
Director of Field Education	1.00 Fall/Summer	12 month
Director of Field Education	.80 Spring .20 Instruction	12 month
Title IV-E Coordinator	1.00	12 month
Title IV-E Coordinator	1.00	12 month
Mental Health Stipend Coordinator	.50	12 month
ICOA Director (College)	.20	10 month
Distributed Learning Coordinator	.75	12 month

Educational Policy and Accreditation Standards

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3.4.4 *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*

B3.4.4(a) *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

B3.4.4(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.4.4(c) *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.4.4(a) *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work*

from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

***M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***M3.4.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

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.

New Faculty

All new faculty members have a three-course teaching load instead of the standard four-course load for both semesters of their first year.

Course development

Depending upon budget and external funding, faculty members receive .2 AWTUs for course preparation in the semester prior to offering a social work course developed in a distributed learning format. Developing a course in a distributed learning format is defined as the transformation of a face-to-face class into a hybrid or online course.

Thesis/Project/Honors in the Major

Depending upon the budget, faculty members will receive .2 AWTUs after earning 24 points for their work as thesis or project chair or honors chair. A thesis or project chair 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 keep a record for each thesis/project/honor's chair work.

Large Class Size

Faculty or adjunct faculty members teaching BSW classes with 49 or more students, and MSW classes with 25 or more students have first priority in receiving student assistant funds (if funds are available). A three-unit BSW class with more than 120 students is equal to two 3-unit classes. The Director will attempt to balance the number of large and small classes for each faculty member. If a faculty member teaches more than one large social work class in a semester in order to meet the School's needs, the faculty member and the Director will negotiate to balance her/his overall workload.

Four Unit Research Courses

Faculty members will receive .2 AWTUs 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 created with the regular three unit workload.

Independent Study

As the School does not have the resources to assign AWTUs to faculty members supervising Independent Studies, faculty members 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 .2 AWTUs 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

The Assessment Coordinator(s), appointed by the Director, are assigned .2 AWTUs each semester (or .2 per BSW and .2 MSW per year) for coordinating the School's assessment activities required by the University and the CSWE. The Assessment Coordinator(s) establishes and maintains the systems for collecting and analyzing program data for ongoing assessment and program improvement. Data includes: outcomes data for the MSW and BSW Practicums; bi-annual BSW and MSW alumni and employer surveys; annual BSW and MSW exit surveys; BSW and MSW student progress/persistence each year. Other duties include: provide technical assistance to individual faculty members who choose to develop assessment instruments for their classes; assist the Director in collecting and analyzing data and information needed for various School, University and CSWE reports.

Accreditation

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 Field Education, Title IV-E BSW and MSW Coordinators, Mental health Stipend Coordinator, Distributed Learning Coordinator, and the Interdisciplinary Center for Aging (ICOA) Director—BSS supported position) 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.

Evaluation of Faculty Member's Assigned Time

In accordance with university policy, the faculty member files a written report at the end of the semester regarding the outcomes of the assigned time. The Director, in turn, submits this report to the Dean of BSS.

Appendix G



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 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 reflects accurately the full performance record. However, it is the temp 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.

Editing updated April 2006 - School of SWRK Personnel Committee Policies/Procedures

Editing updated 4-27-06 - School of SWRK Personnel Committee Policies/Procedures

Edition updated 10-3-07 - School of SWRK Personnel Committee Policies/Procedures

Updated 2-4-09; Approved 3-2-09 -School of Social Work Personnel Policies and Procedures

Updated 7-30-09 - to make in compliance with CBA and FPPP, no amendments/changes to the document content only edits.

Approved August 2009 by FACULTY

Updated 5-19-10 - Unanimous approval by the Faculty of the School of Social Work.

Formatted completed 8-27-10 - sent to the Dean of Behavioral and Social Sciences

Updated April 2011-School of SWRK Personnel Committee

Approved by Faculty May 18, 2011—Sent to Dean of BSS for approval.

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Approved by Provost August 16, 2011

Appendix H

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
College Personnel Guidelines
(Revised Fall 2002)

The following are the basic criteria for retention, tenure, and promotion actions of faculty in the College of Behavioral and Social Sciences. Faculty who are hired as temporary (full-time and part-time) faculty should specifically read Sec. 13.0 through 13.3 in the CSU, Chico Faculty Personnel Policies and Procedures (FPPP).

I. AREAS OF ASSESSMENT: The appropriate committees will consider the following fields of activity for each candidate for retention, tenure, and promotion.

Each candidate shall be evaluated and rated noting strengths and weaknesses, on criteria A, B, C, and D using the following adjectives: Inadequate, Adequate, Effective, or Superior. It is incumbent upon the Department Personnel Committee to see to it that evaluations of work performed outside the department by faculty under review, as that work relates to the personnel criteria noted below, are obtained.

- A. Instruction. Effective teaching is the first, minimum, and indispensable requirement for retention, tenure, or promotion.
- B. Professional Growth and Achievement. Both growth and achievement must be evaluated.
- C. Other Contributions to the University and Community.
- D. Contribution to Strategic Plans and Goals of the Department/Unit, College, and University. Evaluations and recommendation with respect to each faculty member under review will be made in conformance with the master plans relevant to him or her and Article 7 of Title V and other relevant law.

NOTE: Departments wishing to establish criteria in addition to “A” through “D” should add them as subheads under the above fields of activity.

II. Listed below are the criteria which shall be used in evaluating sections A, B, and C:

- A. College guidelines for paragraph 18.2 of FPPP: Faculty under consideration for retention, tenure, and promotion shall have their instruction evaluated. The evaluation must be consistent with the mode of instruction.

Evaluation of instruction will include:

- 1. Knowledge of field
- 2. Organization
- 3. Communication effectiveness
- 4. Utilization of appropriate teaching methods
- 5. Ability to organize and administer relevant student learning experiences
- 6. Ability to develop and implement appropriately rigorous evaluation procedures

Evaluation of effective instruction includes:

1. Peer evaluations (the Department Personnel Committee is understood to be a set of peer evaluators, but all department members must be given an opportunity for input)
2. Performance in advising (if applicable)
3. Student evaluation of faculty is not to be weighted more than 25% of the overall evaluation of teaching
4. Other means of evaluation required (as determined by each department)

Additional evidence of effective instruction may include (these may be added or deleted, as the department wishes):

1. Systematic classroom visitation by colleagues
2. Classroom syllabi, materials, and exams
3. Curriculum innovations
4. Supplemental questions added to the university approved Student Evaluation Form
5. See also 18.2 in the FPPP

B. College guidelines for paragraph 18.0 of FPPP: Faculty under consideration for retention, tenure, and promotion shall be evaluated for professional growth and achievement.

1. Evidence of professional growth may include (these may be added or deleted, as the department wishes):
 - a. Membership in relevant professional organizations
 - b. Attendance at professional meetings
 - c. Participation at workshops, conferences, or conventions
 - d. Reviewing articles for possible publication in professional journals or reviewing book manuscripts for publisher(s)
 - e. Authoring book reviews
 - f. Authoring unpublished manuscripts
 - g. Applying for a grant
 - h. Other evidence of professional growth that a faculty member under consideration may wish to include or that the department personnel committee may request, to include work in progress
2. Evidence of professional achievement may include (these may be added to or deleted from, as the department wishes):
 - a. Publications including:
 1. Books
 2. Articles in professional journals
 3. Monographs
 4. Essays or articles in newspapers or magazines on relevant topics
 5. Convention papers
 6. Films or other non-print media
 - b. Activities including:

1. Consultantships and expert testimony of a professional nature that reflect the faculty member's areas of academic expertise
2. Holding office in relevant professional organizations
3. Securing a grant
4. Receiving a grant
5. Receiving national recognition or honors
6. Having one's work cited by other scholars
7. Serving as editor of a professional journal or editing a book

c. Other evidence of professional achievement that a faculty member may wish to include or that the Department Personnel Committee may request.

C. School guidelines for paragraph 18.0 of the FPPP: Faculty under consideration for retention, tenure, and promotion shall be evaluated on their contributions to the university and community. Evidence of contributions to the department, college, and university may include (these may be added to or deleted from, as the department wishes):

1. University/college/department or unit level committees
2. Development and/or implementation of innovative programs
3. Administrative assignments
4. Community and regional involvement that affirms the role of the university (i.e., involvement that is relevant to one's professional discipline)
5. Other evidence of contribution that a faculty member under consideration may wish to include or that the Department Personnel Committee may request

D. Faculty under consideration for retention, tenure, and promotion shall be evaluated on their Contribution to Strategic Plans and Goals of the Department/Unit, College, and University, and their department personnel standards as specified in Paragraph 18.0 of the FPPP.

E. It is the candidate's responsibility to provide confirmation and/or evaluation of services to the department, college, or university.

III. In addition, all faculty will be expected to meet basic criteria of professional ethics, as defined in FPPP 2.0.

IV. TERMINAL DEGREE: The terminal degree, except as noted below, is normally required for tenure and promotion to Associate Professor and Professor ranks. Listed below is the appropriate terminal degree—or exceptions or equivalences—designed for tenure and for promotion to Associate Professor and Professor ranks by each of the departments in the college.

ANTHROPOLOGY Doctorate (or exceptions are provided in approved departmental guidelines)

CHILD DEVELOPMENT Doctorate

ECONOMICS Ph.D. in Economics (although Ph.D.'s in related fields may be acceptable)

GEOGRAPHY & PLANNING	Doctorate (or MCP and MRCP and two years full-time planning experience)
HEALTH & COMMUNITY SERVICES	Doctorate
POLITICAL SCIENCE	Ph.D. (exceptions to the Ph.D. requirements are available in the dept. office)
PSYCHOLOGY	Doctorate (or exceptions as provided in approved departmental guidelines)
SOCIAL WORK	Doctorate in social work or closely related discipline and an MSW with a minimum of two years post MSW social work practice experience
SOCIOLOGY	Doctorate (or exceptions as determined by the Department Chair and the Department Personnel Committee)

A more complete explication of requirements, exceptions, and/or equivalences will be found in the respective department guidelines.

- V. **CREDIT FOR PRIOR EXPERIENCE:** New faculty may be awarded one or two years of credit toward their eligibility for tenure, promotion, and sabbatical leave. For purposes of these reviews the one or two years which will be counted will be those identified by the department and the dean and indicated in the letter offering appointment to the individual.
- VI. **RETENTION:** Retention or non-retention of an individual is based on assessment of the individual's activities. This assessment includes a review of qualifications meeting the requirements of Section IV above outlining the terminal degree, equivalences, or exceptions. A review of the fields of activities (as indicated in Section I) shall be made each year to determine if an individual shall be retained. Persons in tenure-track positions must be making normal progress toward the achievement of tenure in order to merit retention.
- VII. A. **TENURE:** Clear evidence of being at least Effective in all areas of assessment is required. In addition, the requirements specified in the FPPP apply.
- B. **ACCELERATED TENURE** or an "early tenure" personnel case is defined as a request of tenure consideration prior to the sixth consecutive year of full-time probationary employment, including service credited toward tenure from employment at another post-secondary educational institution in accordance with conditions stipulated in writing at the time of initial probationary employment. Time spent on professional leave of absence will normally be counted as part of the probationary period, to the extent of a maximum of one year's credit per leave, upon certification of fulfillment of the stated purpose of the leave. The concept of "normal time in service" is not to be tenured on the basis of their length of service alone.
- C. Persons may request that they be considered for "early tenure" if they make a written request to the College Personnel Committee for consideration of early tenure.

- D. **EVALUATION FOR ACCELERATED TENURE.** Persons of exceptional merit who do not meet the requirement of normal time in service (see VI B above) may be considered for “early tenure”. However, a positive “early tenure” decision will require clear evidence of being Superior in Instruction, Superior in Accomplishments in Professional Growth and Achievement while at CSU, Chico, Superior in Other Contributions to CSU, Chico and at least Effective in Contribution to Strategic Plans and Goals of the Department/Unit, College, and University. The greater the divergence from “normal time in service” (see VI B above), the more the evidence required for determining a Superior rating in the categories listed above.
- E. Recommendations for “early tenure” must be accompanied by justification of the candidate as a special case.

VIII. PROMOTION (FPPP 21.3)

- A. For promotion to Associate Professor, clear evidence of effectiveness in Instruction as well as Effective accomplishment in Professional Growth and Achievement, and in Other Contributions to the University and Community; or a rating of Superior in Instruction or Professional Growth and Achievement and Effective in their other category if Other Contributions to the University and Community is rated Adequate. In addition, the requirements specified under IV, V, and VI above must be met. Each committee will take note of the normal time in rank as one criterion to be considered. Faculty at the top step of their rank shall be reviewed for promotion. However, persons who do not have normal time in rank or who are not at the top step in their rank may also be considered for promotion. In addition, the requirements specified in the FPPP document apply.
- B. For promotion to full Professor clear evidence of being at least Effective in all areas of assessment is required.
1. Effectiveness at this level of promotion indicates a higher level of functioning than it does at lower levels.
 2. College Guidelines for paragraph 21.3g of FPPP: Candidates for promotion to full Professor must clearly demonstrate substantial professional recognition at or beyond the university itself.

Such recognition must be substantiated in personnel letters supporting a favorable recommendation.
 3. In addition, the other requirements specified in the FPPP apply.
- C. Other basic requirements for Promotion
1. “Normal time in rank” shall be considered on the following basis:
 - a. The concept of “normal time in rank” is not to be interpreted to mean that faculty members will be promoted on the basis of their length of service alone.
 - b. Tenured faculty no longer eligible for an SSI within the rank they occupy will normally be reviewed annually for promotion unless the faculty member requests in writing that no review take place in a particular annual cycle.

- c. Those faculty members beginning full-time service on or after September 1, 1971 shall normally not be promoted to Associated Professor or Professor unless they are tenured or simultaneously awarded tenure.
 - 2. The appropriate terminal degree (as indicated above in Section IV) or its equivalent/exception, as determined by the departments, is required for promotion to Associate Professor or Professor rank.
- D. Persons of exceptional merit who do not meet the requirement of normal time in rank (see C-1 above) may also be considered for promotion. However, this accelerated promotion will require clear evidence of being Superior in Instruction as a minimum, Superior accomplishment in Professional Growth and Achievement and Other Contributions to the University and Community, and Effective in Contribution to Strategic Plans and Goals of the Department/Unit, College, and University. The greater the divergence from “normal time in rank” (C-1 above), the more outstanding accomplishment is required for promotion.
- E. **Persons not holding normal time in rank may be considered for promotion:**
 - 1. If they make a written request for consideration to the Department Chair
 - 2. If the Department Chair or other tenured member makes a written request and the candidate concurs with the request

IX. COMPOSITION OF PERSONNEL COMMITTEES

A. College Personnel Committee

- 1. Composition: The College Personnel Committee will be a nine-person committee to be elected within their individual departments from nominees from the tenured faculty from the departments of Anthropology, Child Development, Health and Community Services, Economics,

Geography and Planning, Political Science, Psychology, Sociology and Social Work.

Members shall be elected for staggered two-year terms.

The College Personnel Committee, at its discretion or by request, will meet with the Department Chairs and the Chairs of the Department Personnel Committee (for information) when considering the given department’s personnel matters. Only the nine members of the College Personnel Committee will vote.

- 2. Nominations and Voting
 - a. Nominating Procedure: Each department/program shall nominate one tenured full Professor each from the departments for the College Personnel Committee.
 - b. **Voting: To be elected to the College Personnel Committee, a nominee must receive a majority of the ballots cast by probationary and tenured faculty. If fewer than the necessary nominees are elected on the first ballot, then, for the**

unfilled Committee membership(s) and following the procedures outlined above, nominations will be reopened and a second election held for the unfilled membership(s).

- c. Voting Privileges: Voting faculty in the college must be probationary or tenured full-time faculty, even if they might presently be assigned elsewhere in the University.

B. Department Personnel Committees: Department personnel shall be elected and organized in conformance with the guidelines set forth in the FPPP.

C. Membership on Other Personnel Committees: Tenured faculty members may serve on only one Behavioral and Social Sciences Department Personnel Committee other than their department's committee. Members of the College Personnel Committee are not eligible to serve as members of the Personnel Committees of their own or other departments within the college.

D. All minority votes and abstentions shall require written justification.

Appendix I

2014 - 2015
SCHOOL OF SOCIAL WORK COMMITTEES

David Bassett, School Director
Vincent Ornelas, BSW Director
Jean Schuldberg, MSW Director

ASSESSMENT

Sue Steiner
School Director
MSW Director
BSW Director
Field Director
DL Coordinator
MSW & BSW Student

ADMISSIONS

Vincent Ornelas, chair (12 -15)
Kathy Cox
Patty Hunter
Pam Johansen
Meka Klungtvvet-Morano

CONTINUING EDUCATION

(Ad Hoc)
Patty Hunter, chair

FIELD MSW COMMITTEE

Patty Hunter, chair
MSW Field Liaisons
Lorie Cavanaugh
Title VI-E Coordinator
Andrea Rioux
Susan Roll

FIELD BSW COMMITTEE

Patty Hunter, Co-Chair
Andrea Rioux – Co-Chair
BSW Field Liaisons
Title IV-E Coordinator
Seema Sehrawat
Pam Johansen
Celeste A. Jones
Sue Steiner

LIBRARY (Ad Hoc)

Kathy Cox, chair (14-16)

MSW COMPREHENSIVE

EXAM

Sue Steiner, chair
Celeste A. Jones
Susan Roll
Kui-Hee Song
Seema Sehrawat
Title IV-E Coordinator

PERSONNEL (RTP)

David Bassett
Kathy Cox
Patty Hunter – Chair (12-15)
Pam Johansen
Celeste A. Jones
Vincent Ornelas
Kui-Hee Song
Seema Sehrawat
Sue Steiner

SCHOLARSHIP

Vincent Ornelas, chair
Pam Johansen
Susan Roll

Search Committee: (Ad Hoc)

STUDENT REVIEW
COMMITTEE (Ad Hoc)
Pam Johansen, chair

STUDENT RECRUITMENT

School Director
BSW Director
MSW Director
DL Coordinator
Title IV-E Coordinators
MH Stipend Coordinator
MSW & BSW Student

TECHNOLOGY
COMMITTEE

(Ad Hoc)
Seema Sehrawat, chair

BSW Club Advisor

Kathy Cox

MSW Club Advisor

Sue Steiner

CFA

Vincent Ornelas
Patrick Mace

CURRICULUM COMMITTEES

Policy & Macro Practice:

Sue Steiner
Vincent Ornelas
Meka Klungtvvet-Morano
Susan Roll – Chair
Seema Sehrawat
Chelsea Cornell
MSW & BSW Student
Adjunct Faculty

Micro Practice

Pam Johansen, BSW chair
Kathy Cox
Patty Hunter
Vincent Ornelas
Jean Schuldberg
Meka Klungtvvet-Morano
Seema Sehrawat
Celeste A. Jones
MSW & BSW Student
Adjunct Faculty

Research

Vincent Ornelas, chair
Seema Sehrawat
Kui-Hee Song
Kathy Cox
MSW & BSW Student
Adjunct Faculty

HBSE

Kui-Hee Song, chair
Sue Steiner
Seema Sehrawat
Susan Roll
MSW & BSW Student
Adjunct Faculty

2013-2014 BSS COMMITTEES

Curriculum:	Vincent Ornelas (15)
Faculty Leaves:	Susan Steiner (15)
Library:	Kathy Cox (16)
Personnel (RTP):	Jean Schuldberg (15)
Scholarship:	Vince Ornelas (15)

The End