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CALIFORNIA STATE UNIVERSITY, LONG BEACH

College of Health and Human Services

SCHOOL OF SOCIAL WORK

REAPPOINTMENT, TENURE AND PROMOTION (RTP) POLICY

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School of Social Work
Reappointment, Tenure, and Promotion (RTP) Policy

This document establishes the mission and guiding principles for the evaluation of tenured and probationary faculty members eligible for reappointment, tenure, and promotion within the School of Social Work. It specifies the process by which faculty work will be evaluated and provides parameters for the activities of the School Director and the duly-elected School Reappointment, Tenure, and Promotion Committee, as well as the candidate. (This document may include wording from the CSULB University RTP Policy (PS 09-10) and the RTP Policy of the College of Health and Human Services. Where portions of the University policy and CHHS Policy are inserted for clarity, attribution is presented in *italics* throughout.)

1.0 GUIDING PRINCIPLES

1.1 University and College of Health and Human Services Missions

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

Furthermore, the College of Health and Human Services (CHHS) promotes continued professional growth of faculty in teaching, research and other scholarly and creative activities, and service to the University, profession, and the community. Evaluation of faculty at all levels of review shall take into consideration the diversity of expertise within the CHHS and recognize this diversity as a source of strength that enables the College to grow in its stature.

1.2 School Mission and Goals

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

In addition, the mission of the School, for faculty, students and graduates is to engage in activities to promote social justice; to enhance the quality of life for all persons; to advocate for the elimination of poverty, oppression, and discrimination; and

137 to take leadership roles in the development of effective service delivery systems.
138

139 The School has distinct and combined goals for the BASW and MSW programs.
140 The combined goals are overarching and apply to both programs. To fulfill its mission,
141 the School's goal for both programs is to provide a dynamic curriculum, including
142 fieldwork internships, that teaches social work attitudes, knowledge, and skills for
143 strength-based and evidence-based practice. The focus in both programs is on diverse
144 systems of all sizes: individuals, families, groups, organizations and agencies,
145 communities, and institutions. Our programs strive to prepare social workers to evolve
146 from learners to autonomous, self-reflective professionals attuned to the values and
147 ethics of the profession. We are committed to the principle that all persons are entitled
148 to equal access to societal opportunities, resources, and services. Students are
149 prepared for practice in a rapidly changing social and economic environment,
150 characteristic of the Los Angeles region and beyond. The curriculum is designed so
151 that, upon graduation, our students are able to:
152

- 153 1. Demonstrate a commitment to advocating for and providing resources
154 and opportunities to vulnerable and at-risk populations, while
155 considering the perspectives and needs of persons of differing ages,
156 cultures, ethnicities, genders, religions, and sexual orientations, as well
157 as physical or mental abilities and national origins or ancestries.
- 158 2. Be providers of and advocates for responsive human services and
159 maintain respect for the worth and dignity of all persons and their right
160 to individual choices, while conducting themselves ethically and in
161 accordance with the National Association of Social Workers (NASW)
162 Code of Ethics.
- 163 3. Recognize the impact of social, economic, and environmental forces
164 on communities while assessing and responding to the strengths and
165 needs of client populations using skills in social policy formulation,
166 political processes, and advocacy; students are also able to respond to
167 emerging social problems and concerns that result from rapidly
168 changing local, state, national, and global issues.
- 169 4. Respond confidently to change, integrate evidence-based knowledge
170 into their practice, conceptualize principles for practice, and confront
171 the difficult ethical dilemmas that may be inherent in practice.
172

173 Another School goal is to infuse professional social work practice into public
174 social services, educational institutions, and state and local agencies. The School
175 actively engages in ongoing consultation, research and program development with
176 public, for-profit/proprietary, and nonprofit agencies, and provides educational
177 opportunities for practitioners at all levels. In order to meet these goals, the School of
178 Social Work is committed to fostering the development and involvement of its
179 instructional faculty in maintaining a quality program that is effective in responding to the
180 needs of students, the university community, and surrounding communities.
181

182 2.0 General Principles of the Reappointment, Tenure, and Promotion (RTP) Process

183
184 2.1 Governing Documents

185
186 2.1.1 The School of Social Work adopts this document pursuant to *the*
187 *mandate of Section 3.5 of the University RTP Policy and in accordance*
188 *with the CSU-CFA Collective Bargaining Agreement (CBA).*

189
190 2.1.2 The School of Social Work as an academic unit within the CHHS
191 shall adopt RTP policies that *articulate standards and criteria to be applied*
192 *in the evaluation of candidates in all three areas of evaluation. The*
193 *standards adopted at the Department level shall not be lower than*
194 *College-level standards. If any provision of the Department RTP*
195 *document, or the RTP document conflicts with any provision within the*
196 *College or University RTP documents, the conflicting provision shall be*
197 *severed from the rest of the Department's RTP document and deemed*
198 *void.*

199
200 2.1.3. The School shall provide an evaluation each year of all candidates
201 for reappointment leading to tenure as a means of apprising the probationary
202 faculty members of their strengths and areas of needed improvement

203
204 2.1.4. The quality of faculty performance is the most important element to
205 consider in evaluating individual achievement. Criteria are evaluated in
206 the context of the mission and goals of the School, the College, the
207 University and the professional interest of the individual faculty member.

208
209 2.2 Standards

210
211 2.2.1 Evaluations and recommendations from the School RTP Committee
212 and School Director *shall evaluate evidence of a candidate's strengths*
213 *and weaknesses associated with each of the established standards, not*
214 *just merely restate or summarize the candidate's narrative. Evaluations*
215 *shall include an analysis of the candidate's roles, performance, and*
216 *achievements within the School and the social work discipline. Prior*
217 *reviews will be used as one basis for measuring the degree and quality of*
218 *improvement.*

219
220 2.2.2 *Evaluations of a candidate's record must be guided by the principle*
221 *that the higher the academic rank, the greater the expectation for*
222 *demonstrated excellence in teaching, scholarship, and service.*

223
224 2.2.3 The unique expectations of the profession of social work require
225 that the faculty member keep abreast of scholarly and applied discourse in

226 relevant sub-fields within the profession that are applicable to the faculty
227 member's areas of teaching and research interests.

228
229 2.2.4 Candidates for reappointment and/or promotion are expected to
230 have continuously demonstrated positive qualities and behaviors
231 compatible with collaborative governance and mutual responsibility. The
232 expected qualities and behaviors must embrace the intention of
233 empowering, enriching, and supporting students, faculty, staff, the
234 academic unit, College, University and the community. The qualities and
235 behaviors include adherence to departmental participatory norms, social
236 work ethical standards, and practice principles that reflect collegial and
237 professional behavior.

238 239 3.0 Evaluation of Faculty Performance

240 241 3.1 Faculty Performance

242
243 Per the University document, the School is responsible for *defining further the*
244 *standards of excellence and accompanying criteria for reappointment, tenure,*
245 *and promotion...consistent with the mission and needs of both the university and*
246 *the college. RTP standards and criteria shall articulate expectations for faculty*
247 *accomplishments in all three areas of evaluation: 1) instruction and*
248 *instructionally-related activities; 2) research, scholarly, and creative activities*
249 *(RSCA); and 3) service and engagement at the University, in the community, and*
250 *in the profession.*

251 A. Candidates for tenure or promotion are expected to demonstrate
252 competence in all three evaluative categories.

253 B. It is the responsibility of the candidate for reappointment, tenure, and/or
254 promotion to provide evidence of his or her performance in each of the
255 evaluation categories. *In order to present their achievements in the most*
256 *coherent intellectual and professional context, candidates are required to*
257 *present a written narrative describing their work in each of the categories*
258 *to be evaluated. The narrative is intended to serve as a guide to*
259 *reviewers in understanding the faculty member's professional*
260 *achievements.*

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

264 265 3.2 Criteria for Evaluation

266
267 Criteria for the evaluation of the faculty members' teaching effectiveness, RSCA,
268 and service are discussed in Sections A, B, and C. below.

peer evaluation of the candidate's teaching based on one classroom visit.

A.2. Evaluations of Instruction

Student course evaluation data will be used to assess student response to the candidate's teaching effectiveness. ~~OFDQLGDWHV~~

a narrative developed by candidates supported by exemplar materials. The narrative may include, but is not limited to, practice-related development and enhancement; documentation of consultation in interaction with colleagues or staff at the CSULB Faculty Center for Professional Development regarding pedagogical issues or test construction; participation in specialized seminars, workshops, or conferences; documentation of efforts to share materials with colleagues or to contribute to curricular development beyond courses taught; enrollment in courses or certificate programs; and involvement in mentoring relationships which provide opportunities for professional development; and development of new instructional programs or materials, including electronic or multimedia materials.

A.4. Evidence of Teaching Effectiveness

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

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

Faculty are expected to develop and sustain an ongoing program of research, scholarly and creative activity that demonstrates intellectual and professional growth over time which reflects increasing leadership in the discipline commensurate with rank. Research, scholarly, and creative activities must result in publications and other professional documents that can be disseminated and judged by peers. Faculty scholarly activities may be designed to expand the profession's knowledge base by providing new discoveries; expanding existing information; developing practical applications of existing knowl358nd judg Tw3776 Tw 359nd judg Tw3776 Tw 360nd judg T

402 and/or impact on the greater community.
403

404 Despite the range of possible activities noted below, the candidate is
405 apprised that none of these activities, however, supplant the requirement
406 that candidates produce peer-reviewed publications in discipline-appropriate
407 venues:
408

409 **B.1. Refereed Journal Articles**

410 Candidates must elaborate on the characteristics of the journal to
411 establish its quality. Following are some of the options for elaborating on
412 journal characteristics: the peer-review nature of the journal; the
413 acceptance/rejection rate for the journal; professional sponsorship or
414 other affiliation status of the journal; status of the journal within the
415 discipline of social work; evidence of the inclusion of journal abstracts in
416 relevant disciplinary abstracting services, and/or citations to the article.
417

418 **B.2. Books and/or Chapters in Books**

419 Evidence may include the academic standing of the publisher, published
420 reviews, and evidence of readership (e.g., size of the press run, sales,
421 course adoptions) and citation frequency.
422

423 **B.3. Contributing Authorship**

424 Where the publication is not a sole-authored work, the amount or nature
425 of the candidate's contributions must be specified and described relative
426 to other collaborative authors.
427

428 **B.4. Sponsored Research**

429 Evidence of the application for, or the securing of, external funds to
430 support scholarly research.
431

432 **B.5. Conference Presentations**

433 Evidence may include presentations in peer-reviewed symposia, and
434 paper presentations. Evidence should include the peer review process
435 used for the conference, and the scope of the professional organization
436 sponsoring the conference (i.e., international, national, regional, or local.)
437 Conference presentations represent a form of scholarly activity that may
438 enhance, but does not supplant, the requirement that candidates
439 produce peer-reviewed publications.
440

441 **B.6.** Candidates are encouraged to submit additional evidence of
442 scholarly activities, including, but not limited to the following:
443 development of agency or organizational training manuals or other
444 training materials; textbooks; policy documents; evaluation or program
445 implementation/assessment protocols; conference roundtables, and

poster sessions; specialized agency presentations; editorial assignments; funded project/grant evaluations; submitted but not yet approved scholarly documents or grants; and appointments to selection panels for grants, fellowships, contracts, awards, and conference panel presentations where the role of the candidate is explicated.

B.6.a. Invited Publications and/or Presentations

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

B.6.b. Editorial Roles

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

B.6.c. Professional Consulting Activities

Evidence should include the number and scope of technical reports and the frequency and rang-0.05t028 Tw -16.1 i17 Tw 13.655 0 Td(ofcliments for

B.6dc. Professionl Hontor,s

through service to their academic units, the college and the university.

4.3. Reappointment, Tenure,

and the University.

4.6. Appointment/Promotion to Professor

Standards for promotion to full professor shall be higher than standards for promotion to associate professor. A full professor is expected to demonstrate a consistent record of excellence in teaching, student engagement, and curricular development. The successful candidate will have a proven program of RSCA that includes high-quality contributions to the advancement, application, or pedagogy of his or her discipline or interdisciplinary fields of study. The candidate is expected to have disseminated a substantial body of peer-reviewed work at the national or international levels. In addition, a full professor shall have provided significant service and leadership at the University and in the community or the profession.

An associate professor becomes eligible for promotion review to full professor in the fifth year at the associate rank. A tenured associate professor may seek early promotion to full professor prior to the fifth year in rank.

A tenured faculty member may choose not to be evaluated for promotion in a given year; however, the faculty member will still be required to undergo the five-year periodic evaluation of tenured faculty.

4.7. Early Tenure or Early Promotion

In accordance with the University RTP document, early tenure and early promotion are granted only in exceptional circumstances and for compelling reasons. A potential candidate should receive initial guidance from the School from

665 *In addition, candidates for early promotion are encouraged to participate in the*
666 *external evaluation process according to the Academic Senate policy on external*
667 *evaluation.*

668 *Candidates for early promotion to associate professor are normally also*
669 *candidates for early tenure. In rare instances, the university may decide that a*
670 *candidate's achievements merit promotion to the rank of associate professor*
671 *without a concomitant awarding of tenure. This decision represents the belief that*
672 *a candidate has produced a body of work sufficient for promotion, but has not yet*
673 *fully demonstrated the sustained record upon which tenure is based.*

674 4.8. Joint Appointment

675 The School shall use the existing criteria of each academic unit to evaluate
676 the individual holding joint appointment pursuant to current Academic Senate
677 Policy.
678

679 5.0. Responsibilities in the RTP Process

680 5.1. The Candidate

681 *5.1.1 The initial responsibility to ensure compliance with RTP policies and*
682 *deadlines rests with the candidate. The candidate is responsible for*
683 *initiating the School RTP process by following all published time frames*
684 *for the handling of documents to be reviewed. In order to be considered*
685 *for any RTP personnel action, the candidate must submit an RTP file.*

686 *5.1.2. In order to present their achievements in the most coherent*
687 *intellectual and professional context, candidates are urged to present a*
688 *written narrative describing their work in each of the categories to be*
689 *evaluated. The narrative is intended to serve as a guide to reviewers in*
690 *understanding the faculty member's professional goals and values as they*
691 *relate to the expectations of the School, College, and University. All*
692 *supporting materials should be referenced and clearly explained.*

693 *5.1.3. Candidates may request a meeting to review recommendations with*
694 *both the academic unit RTP Committee and Director of their academic*
695 *unit. Candidates have the contractual right to respond in writing to these*
696 *recommendations.*

697 *5.1.4. The candidate may request an external evaluation consistent with*
698 *current Senate policy and the CBA.*

699 *5.1.5. Prior to the final decision, candidates for promotion may withdraw*
700 *without prejudice from consideration at any level of review.*

709 5.1.6. *At all levels before recommendations are forwarded to a*
710 *subsequent review level, candidates may submit a rebuttal statement or*
711 *response in writing and/or request a meeting be held to discuss the*
712 *recommendation within ten (10) calendar days following receipt of the*
713 *recommendation. A copy of the response or rebuttal statement shall*
714 *accompany the candidate's file and also be sent to all previous levels of*
715 *review. This section shall not require that evaluation timelines be*
716 *extended.*

717
718 5.1.7. All candidates are expected to comply with the policies set forth in
719 the University, College and School RTP policy. As such, all candidates
720 are encouraged to review the policies pertinent to each level of review.
721

722 5.2. The School RTP Committee

723
724 5.2.1. The School RTP Committee shall include five tenured full-time
725 faculty. At least three of the five members must be at the rank of
726 Professor. Committee members shall be elected by a majority vote of
727 tenured and probationary faculty.

728
729 5.2.2. Faculty who are on full-time leave or full-time reimbursed service
730 may serve on the School RTP committee provided they are in active
731 status during the semester in which the review takes place.

732
733 5.2.3. If a member of the School RTP Committee is elected to serve on
734 the College Committee, that member shall no longer serve on the School
735 Committee, and an election shall be held to replace that person as soon
736 as possible. *No one individual may participate in the evaluation of any*
737 *single candidate in more than one level of review.*

738 5.3. The School Director

739
740
741 5.3.1. The School Director shall ensure that all tenured and probationary
742 faculty receive copies of departmental, College, and University policies on
743 reappointment, tenure, and promotion.

744
745 5.3.2. The School Director shall meet with the School RTP Committee
746 prior to the beginning of the School evaluation process to review the
747 School, College, and University processes and procedures.

748
749 5.3.3. The School Director shall assist candidates for reappointment,
750 tenure, and promotion by reviewing relevant documents and by providing
751 explanation of the review process.
752

753 5.3.4. The School Director may serve as a member of the RTP
754 Committee.

755
756 5.3.5. The School Director may make an independent recommendation on
757 all reappointment, tenure, and promotion decisions, unless serving as a
758 member of the RTP Committee.

759
760 5.3.6. *At all levels of review, before recommendations are forwarded to a*
761 *subsequent review level, faculty unit employees shall be given a copy of*
762 *the recommendation and the written reasons therefore. The faculty unit*
763 *employee may submit a rebuttal statement or response in writing and/or*
764 *request a meeting be held to discuss the recommendation within ten (10)*
765 *days following receipt of the recommendation. A copy of the response or*
766 *rebuttal statement shall accompany the Working Personnel Action File*
767 *and also be sent to all previous levels of review.*

768
769
770 6.0. Timelines for RTP Actions

771
772 Each academic year, the University Division of Academic Affairs provides
773 notification of the timelines for the RTP process, deadlines for the submission of the
774 candidate's materials, dates for the open period, deadlines for completion of all reviews
775 by all RTP review levels, and the timeline for final decision notification to the candidate
776 consistent with the requirements of the CSU-CFA Collective Bargaining Agreement
777 (CBA).

778
779 6.1. The School shall post a list of candidates being considered for
780 reappointment, tenure, or promotion with guidelines to the open period. A copy of all
781 information submitted during the open period will be provided to the candidate and
782 will be included in the candidate's file.

783
784 6.2. The candidate prepares review materials and submits them to the School RTP
785 Committee by the University-established deadline.

786
787 6.3. The School RTP Committee reviews the candidate's materials and submits
788 its written recommendation to the next level of review by the established deadline.
789 At each level of review, the candidate shall have the right to provide a
790 rebuttal/response in writing no later than ten (10) calendar days following receipt of
791 the recommendation.

792
793 6.4. The School Director, if eligible, reviews the candidate's materials and may
794 provide an independent written evaluation and recommendation to the next level of
795 review by the established deadline.

797 6.5. The College of Health and Human Services' (CHHS) RTP Committee reviews
798 the candidate's materials and written recommendations and provides an
799 independent recommendation and forwards all materials to the Dean of the CHHS.
800

801 6.6. The Dean of the CHHS reviews the materials and forwards his/her written
802 review to the office of the Provost.
803

804 6.7. The Provost reviews the candidate's materials and provides an independent
805 written recommendation to the President who has the authority to make the final
806 decisions for the University. The President, or Provost as his/her designee, notifies
807 the candidate of the final decision regarding reappointment, tenure, and/or
808 promotion by established deadlines.
809

810 7.0. Amendments to the School RTP Policy

811

812
813 7.1. Existing or subsequent provisions of the School RTP policy that are in
814 conflict with provisions of the University, College, or the California State University
815 Memorandum of Understanding shall be inoperative.
816

817 7.2. The School RTP policy may be amended by a motion initiated by the RTP
818 Committee, RTP document evaluation subcommittee, or by a petition initiated by a
819 tenured and probationary faculty member, and signed by a simple majority of
820 tenured and probationary faculty.
821

822 7.2.1. Motions or petitions to amend the School RTP policy must be
823 approved by a simple majority of tenured and probationary faculty.
824

825 7.2.2. Tenured and probationary faculty, including those on leave or in
826 FERP capacity, are eligible to vote on School RTP policy decisions.
827

828 7.2.3. Voting on School RTP policy amendments shall be by mailed ballot.
829

830 7.2.4. Amendments must be approved by a simple majority of votes cast
831 by tenured and probationary faculty, and approved by the Faculty Council,
832 the Dean, and the Provost.