

DEPARTMENT OF SOCIAL WORK,
DEFINITIONS AND STANDARDS
FOR RETENTION, PROMOTION, AND TENURE

DATE JUNE 3, 2014

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

The Social Work Department administers the graduate Master of Social Work (MSW) program in the College of Health, Human Services and Nursing at California State University, Dominguez Hills. The guidelines set in this document apply to evaluating faculty performance in the MSW program. The CSUDH MSW program has a mission consistent with the mission of CSUDH, an urban university committed to excellence in teaching. A successful faculty member in the Social Work Department is an effective instructor engaging in scholarship that advances knowledge who also provides ongoing, quality service to the profession, university and allied and constituent communities, in a professional and collegial fashion. Since social work is an applied field, knowledge development contributions take numerous forms and are accomplished by scholarly research endeavors by social work faculty.

This document identifies activities, accomplishments, indicators and standards of performance for teaching, scholarship and service for reappointment, tenure and promotion. The faculty participating in the Reappointment, Tenure and Promotion (RTP) review is expected to be thoroughly familiar with all RTP guidelines and related literature, including but not limited to the CSUDH Faculty Handbook and Academic Affairs policies. It is the responsibility of the faculty member to provide concrete, verifiable and sufficient evidence substantiating accomplishments.

TEACHING

Teaching activities and evidence should, at minimum, include all indicators from the list below, which is not exhaustive:

- i. **Reflective statement:** The faculty member's teaching philosophy is articulated and used to frame this section. Teaching strategies should clearly originate in the faculty member's teaching philosophy, and their application and any modifications must be specified and explained. This framework should be used to critically and thoughtfully assess PTE's and any other teaching feedback (i.e. peer review, informal evaluations) in a plan that identifies how the faculty member intends to strengthen and maintain excellence in teaching.
- ii. **Student evaluations:** Student evaluations received through the Perceived Teaching Effectiveness Surveys (PTEs). Quantitative and qualitative responses, as well as the response rate per course, should be carefully and thoughtfully addressed in the Working Personnel Action File (WPAF).
- iii. **Office hours:** Evidence documenting the faculty member's consistent commitment to student advising through regularly scheduled office hours and other models of communication.
- iv. **Course materials:** Representative samples of course materials such as syllabi, assignments, classroom presentations, examination and graded assignments. Original materials created by

the faculty member and course materials significantly modified by the faculty member should be identified as such and described in this context. Since the Social Work Department uses standardized syllabi in accordance with national accreditation standards, all course materials will not be considered original unless otherwise noted.

- v. Curriculum development Any activities and/or products that were developed independently or in collaboration with faculty colleagues to improve the quality of teaching provided (for example, attending workshops at CSUDH Faculty Development Center or collaborating with another social work faculty member to jointly address shared content in the same week of the semester). As a nationally accredited MSW program, course syllabi are standardized to conform to explicit student learning outcomes, which are coordinated with course outcomes. This section of the WPAF should address pedagogical approaches that have been acquired and implemented, along with measures evaluating them, to improve student learning and mastery. If this includes modification of a syllabus and/or creation of a new course, this information must address how curricular changes harmonize with accreditation standards. Curricular revisions may be better addressed in the service section of the WPAF.
- vi. Peer review Observation by a full-time faculty colleague (of any rank), preferably an MSW faculty member, of classroom instruction and a written peer review from the observer.
- vii. Innovative practices Evidence of innovative teaching methods that increased teaching effectiveness as indicated by student performance as well as other indicators as appropriate.

Additional items may be identified and agreed to with mutual consent of the candidate and department.

SCHOLARSHIP

Evidence of scholarly activities includes the following items :

- i. Publications
 - a. Publication of peer-reviewed articles in recognized and reputable refereed journals. If authorship is shared, the faculty member under tenure review must explain the significance of their contribution.
 - b. Invited chapters in an edited book published by an established and reputable publisher.
 - c. Publication of a scholarly book by an established and reputable publisher.
 - d. Publication of a textbook by an established and reputable publisher.
 - e. Publication of an edited book by an established and reputable publisher
 - f. Peer reviewed paper presentation (social work related) at a local, regional, national, or international conference.
 - g. Securing an external competitive grant of a minimum of \$50,000.

The Social Work Department will only consider publications that are, accepted without revisions or 'in press'. These can be made available by the publisher as online word or PDF files, but the publication itself must also exist in a journal, book or similar publication to be considered as scholarship. Journals that charge a fee to the author to publish are similarly excluded from consideration.

SERVICE

Service activities and evidence substantiating them include the following:

- i. Collegial, consistent and facilitating service within the Social Work Department to maintain and improve operations and faculty governance
 - a. Evidence of an equitable amount of academic and/or professional advisement including but not limited to ongoing advising as well as addressing student concerns
 - b. Reviewing an equitable number of student applications
 - c. Regular attendance at all faculty and department meetings
 - d. Participation in maintaining and preparing for future accreditation preparations as needed
 - e. Representing the Social Work Department by membership and regular participation in allied organizations and/or committees on campus and beyond
 - f. Professional documentation of all student concerns and how they were addressed
 - g. Evidence of contributions in department standing and/or ad hoc committee work (admissions, curriculum, field, RTP, students services, advisory, etc.)
- ii. Service on college committees
- iii. Service on university committees
- iv. Faculty mentor to student organizations
- v. Service to the community including serving as a consultant in the field in the areas of teaching, curriculum development, research and development of applications
- vi. Volunteer work in the community in the field of expertise
- vii. Holding office and/or membership in field related community organizations.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

Reappointment is based on evidence of satisfactory progress in all three areas of performance throughout the review period, with the review conducted in the context of tenure consideration in the future. In each review period, the faculty member is expected to receive, at minimum, "satisfactory" evaluations at all levels of review: Any evaluations that award the faculty member "unsatisfactory" or "conditionally satisfactory" will require that the faculty member revert to a one-year review period in order to rectify any weaknesses in performance that led to these conclusions.

The probationary faculty member is required to adhere to the Policy for Reappointment, Tenure and Promotion (RTP) Procedures that state that a written Professional Plan (see AAP 010.001) must be developed in the first year of appointment, and that this plan includes the three areas of *teaching, scholarship and service*. The faculty member's Plan serves as the basis of review throughout the probationary period.

The probationary faculty member is required to provide substantiated evidence of all accomplishments noted in the submitted Working Personnel Action File (WPAF) in the Supplemental Information File (SIF) indexed and cross-referenced for ease of reviewers. The WPAF should be sufficiently detailed and written to convey the faculty member's progress and, if necessary, why and how any corrective actions were needed.

TEACHING

The probationary faculty member is expected to demonstrate satisfactory progress in teaching activities identified in the definitions section. These teaching activities must also be identified in the faculty's Professional Plan.

The faculty member must clearly articulate the instructional responsibilities undertaken during the review period, identifying and describing each course taught.

Every faculty member is required to designate two courses per semester in which PTEs will be automatically included within the personnel file: PTEs from other courses can be included at the faculty member's discretion. A minimum of 80 percent of responses on all required PTEs must contain responses that are either "Strongly Agree" or "Agree." If faculty performance falls below this minimum, the faculty member should explain how and what corrective actions were taken and demonstrate their effectiveness or how they are expected to affect teaching.

The faculty member must have a satisfactory peer observation review of his/her teaching.

Satisfactory progress in all other areas identified in the definitions of teaching section needs to be demonstrated.

SCHOLARSHIP

A probationary faculty member must demonstrate satisfactory preparation for a successful tenure review according to the standards described in section II: Standards for Tenure and Promotion to Associate Professor. The probationary faculty's scholarship in plan, process and product, should cohere into a clear and logical body of scholarship originated by that faculty member.

Each publication and every scholarly product "in process" should be identified and described in the WPAF and substantiating documentation provided in the SIF to ensure that reviewers can assess this work, keeping in mind that the materials will be reviewed by colleagues in allied and unrelated fields. The submission should clearly explain how each scholarship item contributes to the overall body of work and the social work profession as appropriate: describing the journal's audience and ranking can be included along with additional evidence as deemed necessary and appropriate.

The date of each publication must fall within the period of review. Further, the faculty member's affiliation must be stated as CSUDH somewhere in the publication.

In the first review, the probationary faculty member must submit a completed Professional Plan as specified and required by the RTP process on campus (see AAP 010.001). A description of any ongoing and completed activities in this plan must be described and accompanied by sufficient evidence.

In subsequent reviews, the probationary faculty member should show satisfactory progress toward the standards for tenure and promotion to associate professor. By the end of the third

year, a faculty member must have one peer reviewed journal article in a recognized and reputable journal or its equivalent in order to demonstrate satisfactory progress.

SERVICE

The probationary faculty member is expected to demonstrate satisfactory service accomplishments in the areas specified above, specialized in consultation with the Department Chair in advance, by mutual agreement. The WPAF should provide sufficient details about each service activity/accomplishment and have substantiating evidence for it in the SIF. Work-in-progress can also be included.

Maintaining the nationally accredited MSW program in the Social Work Department requires that every full-time faculty member has a significant number of work-intensive service responsibilities. The probationary faculty member should identify departmental service accomplishments that comprise the standard workload by describing it in that context.

A probationary faculty member must demonstrate a record of service through consistent and progressive contributions to the department, college, university and community such that s/he will meet the articulated standards for tenure and promotion to associate professor (please see next section). It is the responsibility of the faculty member to provide concrete proof of service including documentation and discussion of role, duties, and accomplishments.

STANDARDS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

INTRODUCTION

The granting of tenure and promotion to the rank of associate professor occurs when a probationary faculty member has been evaluated to be satisfactory for tenure in all three areas of performance: teaching, scholarship, and service.

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following requirement in the area of teaching:

1. Statement of formal educational philosophy which guides the faculty member's teaching and enhances student learning.
2. Evidence of "satisfactory" teaching performance will be collectively demonstrated through documentation of the following:
 - a. Course materials and student support
 1. Listing of courses taught through the probationary period. Courses must show an ability to teach a range of courses. This range will be decided upon in mutual agreement with the program and division heads and included in the faculty member's Professional Plan.
 2. Up to date course syllabi that are consistent with university established standards.

3. Course student learning outcomes linked with course objectives and assignments that are appropriate for the level of the course and approved by the department faculty.
 4. Clearly defined and fair grading system.
 5. A history of conducting classes whether online, hybrid, or in a live classroom at regularly scheduled times.
 6. Evidence of mentoring student research, scholarship, and/or creative activity.
 7. A record of adherence to scheduled office hours for meeting with students and being available to students by appointment.
- b. Performance evaluation
1. Documentation and discussion of teaching performance as evidenced by student responses to Perceived Teaching Effectiveness surveys (PTEs).
 - a. PTEs for the range of courses taught over the period of review must be included.
 - b. Thoughtful analyses of quantitative and narrative feedback from students must be included.
 - c. Eight percent (80%) of the responses, on average, on all the required PTEs submitted must fall in the categories of "Strongly Agree" or "Agree". This level of performance is expected on all the standard items on the PTE survey.
 2. Positive assessment of classroom teaching through peer evaluations based on classroom visitations. At least three peer evaluations must be included for three different courses.
3. Demonstration of an ongoing commitment to student advising that facilitates student success (evidence through appointment sheets, anonymous student feedback on quality of advisement, printed records of advising notes in PeopleSoft, supporting literature developed for students to use, etc.).
 4. Demonstration of engagement with and a commitment to continually improving the teaching-learning environment through active participation in curriculum development, and in activities related to ensuring student success.

SCHOLARSHIP

For promotion to Associate Professor and the granting of tenure, a faculty member will be required to meet the following expectations:

1. Four peer-reviewed scholarly publications in reputable and recognized journals that advance the body of knowledge in the field of social work. Publications must be published by a recognized press. The faculty member must be the primary author on at least three publications. In the case of multiple authors, the faculty member must describe and provide evidence of his/her contribution, which must reflect a significant scholarly endeavor. Note that the faculty member's affiliation on the publication must be CSUDH and must have the publication date that falls in the period of review. The

following substitutions can be made upon the written mutual agreement between the faculty member and the division chair:

- a. The publication of a scholarly book that has undergone editorial and/or peer review may be substituted for three primary authored peer-reviewed scholarly publications (refer to item 1 above).
 - b. The publication of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be substituted for one primary authored peer reviewed scholarly publication (refer to item 1 above).
 - c. A maximum of one funded competitive, research grant of over \$50,000 by an external source in which the faculty is either the principal investigator or co-principal investigator may be substituted for one publication (refer to item 1 above).
 - d. A textbook that has undergone the standard review process may be substituted for two scholarly publications (one primary authored and one non-primary authored).
2. A minimum of two peer-reviewed social work related presentations, at the local, regional/state and national level are required for tenure. A primary authored peer reviewed journal article may substitute for the two presentations.

Note: Only work that is accepted for publication, in press, or published will be given credit for tenure and promotion.

SERVICE

Satisfactory service includes consistent, reliable and quality contributions to the Social Work Department and all over organizational structures throughout the university and constituent and allied communities. It is the responsibility of the faculty member to provide concrete proof of service that includes sufficient documentation (i.e., invitations; email communication).

Maintaining the nationally accredited MSW program in the Social Work Department requires that every full-time faculty member has a significant number of work-intensive service responsibilities. The probationary faculty member should identify departmental service accomplishments that comprise the standard workload by describing it in that context.

Over the probationary period, a faculty member must provide a minimum of twelve significant service activities as identified in the definitions section.

STANDARDS FOR PROMOTION TO FULL PROFESSOR

INTRODUCTION

Promotion to Professor has been conceptualized to allow MSW program faculty flexibility in their work while pursuing excellence in teaching, scholarship and service. To request

consideration for this promotion, the Associate Professor must provide substantiated evidence of satisfactory performance in all three performance areas in the period following promotion to associate professor and the granting of tenure. A new faculty member under consideration for appointment as a Professor (rather than Associate Professor) should also conform to these standards.

The WPAF submitted for consideration must address all three areas of academic performance accomplished since the most recent RTP review. All claims mentioned in the WPAF must be referenced and contained in the accompanying SIF.

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the following requirement in the area of teaching during the period after promotion to associate professor and the granting of tenure:

1. Statement of formal educational philosophy which guides the faculty member's teaching and enhances student learning.
2. Evidence of "satisfactory" teaching performance will be collectively demonstrated through documentation of the following:
 - a. Course materials and student support
 1. Listing of courses taught through the probationary period. Courses must show an ability to teach a range of courses. This range will be decided upon in mutual agreement with the program and division heads and included in the faculty member's Professional Plan.
 2. Up to date course syllabi that are consistent with university established standards.
 3. Course student learning outcomes linked with course objectives and assignments that are appropriate for the level of the course and approved by the department faculty.
 4. Clearly defined and fair grading system.
 5. A history of conducting classes whether online, hybrid, or in a live classroom at regularly scheduled times.
 6. Evidence of mentoring student research, scholarship, and/or creative activity.
 7. A record of adherence to scheduled office hours for meeting with students and being available to students by appointment.
 - b. Performance evaluation
 1. Documentation and discussion of teaching performance as evidenced by student responses to Perceived Teaching Effectiveness surveys (PTEs).
 - a. PTEs for the range of courses taught over the period of review must be included.
 - b. Thoughtful analyses of quantitative and narrative feedback from students must be included.
 - c. Eight percent (80%) of the responses, on average, on all the required PTEs submitted must fall in the categories of "Strongly Agree" or "Agree". This level of performance is expected on all the standard items on the PTE survey.

2. Positive assessment of classroom teaching through peer evaluations based on classroom visitations. At least three peer evaluations must be included for three different courses.
3. Demonstration of an ongoing commitment to student advising that facilitates student success (evidence through appointment sheets, anonymous student feedback on quality of advisement, printed records of advising notes in PeopleSoft, supporting literature developed for students to use, etc.).
4. Demonstration of engagement with and a commitment to continually improving the teaching-learning environment through active participation in curriculum development, and in activities related to ensuring student success.

SCHOLARSHIP

Satisfactory performance in scholarship is illustrated by generating scholarly publications, supplemented by being awarded external research grants: An ongoing pattern of scholarly productivity is required for a satisfactory performance in scholarship. The date of each publication must all within the period after promotion to associate professor and the granting of tenure. Further, the faculty member's affiliation must be stated as CSUDH somewhere in the publication.

For promotion to Professor , a faculty member will be required to meet the following expectations in the period after promotion to associate professor and the granting of tenure:

1. Four peer-reviewed scholarly publications in reputable and recognized journals that advance the body of knowledge in the field of social work. Publications must be published by a recognized press. The faculty member must be the primary author on at least three publications. In the case of multiple authors, the faculty member must describe and provide evidence of his/her contribution, which must reflect a significant scholarly endeavor. Note that the faculty member's affiliation on the publication must be CSUDH and must have the publication elate that falls in the period of review. The following substitutions can be made upon the written mutual agreement between the faculty member and the division chair:
 - a. The publication of a scholarly book that has undergone editorial and/or peer review may be substituted for three primary authored peer-reviewed scholarly publications (refer to item 1 above).
 - b. The publication of a scholarly book chapter or monograph that has undergone editorial and/or peer review may be substituted for one primary authored peer reviewed scholarly publication (refer to item 1 above).
 - c. A maximum of one funded competitive, research grant of over \$50,000 by an external source in which the faculty is either the principal investigator or co-principal investigator may be substituted for one publication (refer to item 1 above).
 - d. A textbook that has undergone the standard review process may be substituted for two scholarly publications (one primary authored and one non-primary authored).

2. A minimum of two peer-reviewed social work related presentations ,at the local, regional/state and national level are required for tenure. A primary authored peer reviewed journal article may substitute for the two presentations.
3. The acquisition of at least one external medium size (\$50,000) or two small size (\$15,000) competitive grants as principal or co-principal investigator.


Note: Only work that is accepted for publication, in press, or published will be given credit for tenure and promotion.

SERVICE

Maintaining the nationally accredited MSW program in the Social Work Department requires that every full-time faculty member carries and completes a significant number of work-intensive service responsibilities in an ongoing fashion.

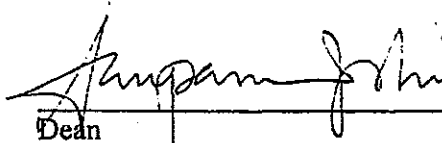
Satisfactory service accomplishment indicates ongoing, consistent and competent participation and leadership in the MSW program and other organizational structures throughout the university and constituents and allied communities.

During the period after promotion to associate professor and the granting of tenure, a faculty member must provide a minimum of twelve significant service activities at CSUDH as identified in the definitions section. Although committee membership is acceptable, leadership (i.e., Chair) is required in at least 25% of the service activities. Additionally, each year of service as the department chair constitutes a service activity.



 Department Chair


 Date



 Dean

6.3.14

 Date



 Provost and Vice President of Academic Affairs

06-19-2014

 Date