

**RETENTION, TENURE, AND PROMOTION STANDARDS FOR  
THE DEPARTMENT OF SOCIAL WORK**

**POLICY  
FAC 708-14**

**Effective Date:** 7 / 20 / 2017

**Definition:** Standards governing RTP process for faculty in the Department of Social Work.

**Authority:** The Collective Bargaining Agreement between The California State University and the California Faculty Association.

**Scope:** Eligible Unit 3 Department of Social Work faculty at California State University San Marcos.



Karen S. Haynes, President

7/20/2017  
Approval Date



Graham Oberem, Provost & VP for Academic Affairs

7/18/2017  
Approval Date

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**I. Preamble**

1. This document sets forth general standards and criteria for retention, tenure, and promotion of tenure track faculty in the Department of Social Work, as a unit in the College of Education, Health and Human Services.
2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.
3. The Department is also guided by the standards of its accrediting body, the Council on Social Work Education (<http://www.cswe.org/Accreditation.aspx>).

**II. ELEMENTS OF THE SOCIAL WORK RTP DOCUMENT**

**A. Introduction and Guiding Principles**

1. All standards and criteria reflect the University, College, and Department Mission and Vision Statements and advance the goals embodied in those statements.
2. The performance areas that shall be evaluated include teaching, research/creative activities, and service. While there will be diversity in the contributions of faculty members to the University, the Department of Social Work affirms the University requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vitae (CV) and narrative statements describing the summary of teaching, research/creative activity, and service for the review period. The faculty member must meet the minimum standards in each of the three areas.
3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates whose teaching, research/creative activities, and/or service overlap shall explain how their work in each area meets given standards.
4. The Department recognizes innovative and unique contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation, or other required report generation).

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5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding, meeting, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings, Faculty Center, professional development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.
6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress towards meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative activities, and scholarly service.
7. Candidates for the rank of Associate Professor require an established record of effectiveness in teaching, research/creative activities, and service to the College and University.
8. Candidates for the rank of Professor require, in addition to continued effectiveness, an established record of initiative and leadership in teaching, research/creative activities, and service to the College, University, community, and profession. Promotion to the rank of Professor will be based on the record of the individual since promotion to the rank of Associate Professor.
9. The granting of tenure at any rank recognizes accomplishments and services performed by the Candidate during the individual's career at CSUSM. The record must show sustained and continuous effectiveness in the areas of scholarly teaching, research/creative activities, and service. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout their career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.
10. If service credit was granted at the time of employment at CSUSM, the Candidate's teaching, research, and service activities completed at the university for which service credit was awarded at the time of hire will also be evaluated for the purpose of granting tenure and/or promotion. Only items not considered in a prior tenure/promotion review at CSUSM may be included.

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**III. GENERAL STANDARDS**

For general standards for retention, tenure, promotion, and early tenure/promotion see the applicable sections of the College and University RTP documents.

**IV. STANDARDS AND CRITERIA FOR TEACHING****A. Department Priorities and Values in Teaching and Learning**

1. In the Department of Social Work, effective teaching is defined as activity that promotes student learning, reflection, and professional growth in support of the College mission and is demonstrated by information in the teaching section of the WPAF. Effective teaching is multifaceted and may include instructional activity that takes place at off-site locations.
2. The most important teaching activities include, but are not limited to:
  - Classroom modality, face-to-face, blended, online, on-campus, off-site, teaching
  - Supervision of masters theses or capstone projects and research
  - Supervision of student research and research assistants at all levels
  - Supervision of student independent study
  - Clinical teaching/practice
  - Supervision of teaching and graduate assistants, and
  - Related educational activities, which may include but are not limited to:
    - Curriculum development and delivery
    - Seminar courses that are post master's certificate related or community-based
    - Training and/or supervision of lecturers/colleagues
3. Faculty members who demonstrate effective teaching will set clear student learning outcomes for their students, employ a range of instructional strategies, and teach in ways that effectively engage all students in the learning process.
4. Evaluation of teaching will focus on determining a profile of the Candidate's teaching effectiveness. To determine such a profile, teaching will be examined through assessment of Candidates' reflective statement on teaching, including student evaluations and selected items that the candidates believe best represent their teaching, as described in the University RTP document and further illustrated below in section B.

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**B. The Following Evidence of Teaching is required:**

1. **Teaching Reflective Statement**

**Evidence:** A reflective narrative including any selected items from section III A.2. and all teaching evidence discussed in the file should reflect continued success and/ or improvement in teaching. In this statement, the Candidate shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the Candidates’ philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations and/or classroom observation by peers, impact of course innovation or development, and supervision of field-based instruction (if applicable). As part of the reflective statement, the Candidate may provide a brief summary of student evaluations of instruction, supported by a brief discussion of these evaluations. Narratives should provide evidence of thoughtful reflection on student evaluations, classroom observations (if conducted), and concise discussions of changes made or planned based on this feedback in order to show improvement or sustained performance in teaching.

2. **Courses Taught**

**Evidence:** The candidate shall include in the comprehensive CV a list of all courses for the period under review.

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Explanatory Notes (optional)	Evaluation Ratings (optional)

3. **Student Evaluations of Instruction**

**Evidence:** Provide complete sets of all University-prepared student evaluation reports from courses taught since the last period of review. Associate Professors include documentation since last promotion.

4. **Representative Syllabi from Courses Taught**

**Evidence:** Provide a representative sample of syllabi from courses taught since last promotion that illustrate course objectives, student learning outcomes, and sample assignments (may include examples of student work with names completely obscured). Associate Professors include documentation since last promotion.

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**C. The Following Evidence of Teaching is Optional:**

1. **Use of Exemplary Teaching Practices**

**Evidence:** Provide evidence that illustrates the use of exemplary teaching practices. Candidates might provide evidence that demonstrates the effective use of such things as technology, teaching strategies for diverse learners, student projects, student learning outcomes, or facilitating student research presentations beyond the classroom.

2. **Curriculum, Program, and/or Course Development and/or Revision**

**Evidence:** Provide evidence that illustrates any new developments or improvements in curriculum, programs, and/or courses. Evidence might include a brief description of improvements, curriculum forms, syllabi changes, links to online materials, etc.

3. **Student Advising**

**Evidence:** Provide evidence of effective advising of students in the Master of Social Work program. This may include numbers of students for which the candidate served as primary advisor, as well as information relevant to special advisory relationships (e.g., serving on theses or capstone committees, mentorship of a research or service project, etc.)

4. **Other Selected Items that Best Represent Candidate's Teaching**

**Evidence:** Additional evidence of teaching activities not listed above, including but not limited to:

- Assessment of student learning outcomes for individual courses taught by faculty under review
- Letters from students (unsolicited)
- Teaching awards
- Other activities to promote teaching excellence (e.g., self-evaluation, continuing pedagogical education)
- Provision of in-service or continuing education to local agencies and organizations

**D. Assessment of Teaching**

1. **General Standards**

Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, the candidate will be assessed on the quality and the totality of the evidence provided. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.

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2. **Tenure and/or Promotion from Assistant Professor to Associate Professor**  
At the Assistant Professor level, teaching that *meets standards* is expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and requirements, effective instructional practices, engaging assignments directed at meeting the course objectives, documentation that illustrates clear connections throughout an entire teaching event, and assessments that effectively measure and align with student learning outcomes.
3. **Tenure and/or Promotion from Associate Professor to Professor**  
As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in teaching and curriculum related activities. This is in addition to documentation of continued teaching effectiveness (*Section IV*).
4. **Retention**  
Candidates for retention shall include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have been made to address prior performance feedback.

Reviews for retention, tenure and promotion are cumulative in the sense that the progress or growth of the faculty member since joining the faculty is a factor in evaluation.

**V. STANDARDS AND CRITERIA FOR RESEARCH AND CREATIVE ACTIVITY****A. Department Priorities and Values in Research and Creative Activity**

In the Department of Social Work, research/creative activity is defined as creating, synthesizing, and disseminating knowledge in ways that fulfill the mission and core values of the Department. Research involving reflective practice, and research which demonstrates the commitment to improve services to diverse and underserved populations is valued. Sustained activity that demonstrates support of the mission is expected. Research/creative activity may be basic, applied, integrative, and/or related to teaching. Peer review of Research and Creative



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Activity is recognized as an important indicator of a Candidate's scholarly achievement.

**B. Faculty Description of Contributions when Multiple Authors are Present**

We support lead and multiple authorship, however, when multiple authors are present on scholarly research and creative activities, the candidate shall specify their role on item (e.g., first author, second author, mentoring author, etc.).

**C. Evidence of Research and Creative Activities**

Evaluations of research/creative activities will focus on understanding the contribution, benefit, and impact of the candidate's work on the field. To determine this, the candidate's research productivity in relation to their stated short and long-term goals and overall trajectory will be evaluated according to the categories below.

**1. Research/Creative Activities Reflective Statement**

Candidates shall provide a clear reflective assessment of research/creative activities including short-term and long-term goals for research/creative activities, connections between research/creative activities and the courses taught, and the impact of research/ creative activities.

**2. Types of Evidence:**

- a. Category A Evidence are core indicators of significant scholarly achievement in the field, and may include:
  - 1) Papers published or accepted for publication in peer-reviewed/refereed journals recognized as reputable and of high quality
  - 2) Peer or editor reviewed published book chapters of original material and original monographs
  - 3) Peer or editor reviewed books
  - 4) Editor or associate editor of a book
  - 5) Community-engaged scholarship, defined as research that connects the resources of the University to social, civic, and ethical problems in our communities<sup>1</sup>, and is beneficial to both the discipline and the community<sup>2</sup>. Examples for Category A would include community-

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<sup>1</sup> Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, N.J: Carnegie Foundation for the Advancement of Teaching.

<sup>2</sup> Furco, A. (2005). A comparison of traditional scholarship and the scholarship of engagement. In Anderson J. & Douglass, J. et al, *Promoting civic engagement at the University of California*:

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engaged research that is published, presented at a leading national conference, and/or has meaningful impact on policy and/or social work practice (clearly articulated and supported in the narrative)

- 6) Other policy briefs, program evaluations, or grant reports that are disseminated within an academic and/or professional community
- 7) Significant contribution to the writing of accreditation documents which require outside agency approval and/or peer review (including description of specific involvement)
- 8) Principal Investigator (PI) or co-PI on funded peer-reviewed national-level external grants for scholarly research/creative activity work, in progress or completed

Note: For all co-authored or co-presented works, describe specific role (see IV B above) and relative contribution to the product

- b. Category B Evidence are indicators of scholarly contributions, but they cannot stand alone or together as sole indicators of achievement. However, they indicate progress, promise, and/or recognition of scholarly achievement. Such evidence may include, but is not limited to:

- 1) Papers published in refereed proceedings
- 2) Refereed presentations at professional meetings
- 3) Invited presentations at professional meetings
- 4) Editor reviewed articles published in journals
- 5) Co-investigator/consultant/collaborator on funded peer reviewed national-level external grant for scholarly research/creative activity work, in progress or completed
- 6) Community-engaged scholarly research/creative activity aimed at developing collaborative community partnerships that could lead to change in policy and/or social work practice (e.g., initial program evaluations, innovative intervention programs, reports or policy documents at the community, state, or federal level, community educational materials, and/or other curriculum resource materials, etc.)
- 7) Special recognition and awards for research/creative activities
- 8) Funded regional or internal grants or fellowships for scholarly research/creative activity work (e.g., local organizations, University professional development, etc.)

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Recommendations from the strategy group on civic and academic engagement (p. 10). Berkeley, CA: Center for Studies in Higher Education. Sanchez, D. & Rivera-Mills, S. (2014). Engaged scholarship: A promising road-less-traveled for STEM science cultures. *SACNAS News Magazine* 17 (1).

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- 9) Unfunded national-level peer reviewed external grants for scholarly research/creative activity work
- 10) Submitted manuscript for peer reviewed journals (reviewed and in revision only, with reviewers' comments included)
- 11) Sponsored or contract research (whether results published or unpublished)
- 12) Participation in and completion of training or certification programs relevant to the candidate's program of research or scholarly activity that reflect continued growth as a professional

**D. Assessment of Research/Creative Activity****1. General Standards**

Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship, and the totality of their work. A variety of types of work must be provided, including peer-reviewed publications. When judged as a group, no one indicator of research/creative activities may be used to determine the overall rating of quality of research/creative activities. The scholarly reputation of the publication and/or meeting will be considered when evaluating the contribution. All faculty members in the Department of Social Work have a responsibility to engage in program development and accreditation activities associated with the accrediting body (the Council on Social Work Education). With changing standards and on-going assessment requirements, these peer-reviewed activities can be time intensive. Faculty may therefore face limitations in the quantity of items in research/creative activity while they are engaged in peer-reviewed accreditation activities.

**2. Requirement for Tenure and/or Promotion from Assistant Professor to Associate Professor:**

- a. At least three items from Category A
- b. At least three item from Category B.

For early consideration for tenure and promotion, candidates must satisfy *requirements for both a. and b. above.*

**3. Requirement for Tenure and/or Promotion from Associate Professor to Professor:**

- a. At least three items from Category A.
- b. At least three items from Category B

**4. Retention**

Candidates for retention shall include documentation from the period under review that demonstrates satisfactory progress toward meeting the tenure

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requirements in the area of scholarship. This documentation may include more items in Category B than Category A.

**VI. STANDARDS AND CRITERIA FOR SERVICE****A. Department Priorities and Values regarding Service Contributions**

Consistent with our mission statement, the Department of Social Work places a high value on scholarly service as an essential component of faculty work. Social work views activities that enhance the institution and advance the profession at the local, state, national, and international levels as integral components of faculty service. In social work, service is defined as activities that contribute to the life of the University, College, Department, and/or activities that contribute to professional agencies and organizations and to the welfare of the clients we serve. Service activities are expected to advance the Department, College, and University mission statements. In addition, particular consideration should be given to the service necessary to develop courses/programs/majors on a growing campus.

**1. Service Reflective Statement**

Candidates are to provide a clear and concise reflective self-assessment of their service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for service activities, connection to the University, College, and/or Department's mission, reasons for their involvement, and the impact of their service activities.

**2. Internal Service Activities**

a. Evidence of service to the Department/College may include, but is not limited to:

- 1) Leadership/membership in Department/College governance and/or groups that carry on the business of the Department/College (e.g., elected or appointed committee or task force service, etc.)
- 2) Leadership/membership in Department/College accreditation efforts
- 3) Program administration or development of programs for the department/college
- 4) Mentoring of students, tenure-line faculty, lecturers
- 5) Collaboration with colleagues within the college and across colleges
- 6) Service as a member of thesis or capstone committees/overseeing student research
- 7) Advising students

b. Evidence of service to the CSU System and/or University may include, but is not limited to:

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- 1) Innovative leadership initiatives at the University or CSU system level
- 2) Leadership/membership in groups that carry on the business of the University (e.g., elected or appointed committee or task force service, etc.)
- 3) University professional activities, (e.g., service towards University accreditation, etc.)
- 4) Acting as an advisor for a student organization
- 5) Mentoring of students, tenure-line faculty, lecturers outside of the College
- 6) Organizing a campus wide event
- 7) Chairing or serving on faculty search committees

**B. External Service Activities**

1. Evidence of service to the profession may include, but is not limited to:
  - a. Peer reviewer for journal, conference proposals, and/or external grant agencies
  - b. External reviewer for tenure/promotion for colleagues
  - c. Membership on editorial board for peer reviewed/refereed journal or publication/textbook
  - d. Membership or leadership in professional organizations as an officer, or on a committee, council, or task force, etc.
  - e. Providing consultation and expert services to the community or the profession
  - f. Providing continuing education for community
2. Evidence of service to the social work community and/or greater community may include, but is not limited to:
  - a. Assisting community organizations/agencies in occasional tasks (e.g., advisory boards, committees, consultantships, etc.)
  - b. Consulting (paid or unpaid) with social service organizations, (e.g., presenting professional development sessions, conducting research in community based agencies, or other public or private entities)
  - c. Holding public office as an elected and/or appointed official
  - d. Garnering service awards or special recognition

**C. Assessment of Service**

1. General Standards

Candidates will be assessed on the quality of evidence provided, the evidence of sustained service, and the totality of their work.

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2. Tenure and/or Promotion from Assistant Professor to Associate Professor  
Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.
3. Tenure and/or Promotion from Associate Professor to Professor  
Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.
4. Retention  
Candidates for retention must provide appropriate and effective evidence of internal service. While not required, external service contributions will be considered in the evaluation.