MEMORANDUM

DATE:        September 27, 2023
FROM:       Amir Dabirian, Ph.D.
             Provost and Vice President for Academic Affairs
SUBJECT:    Temporary Use of DPS Pending Revisions Related to Narrative Word Limits

Very recent changes in UPS 210.000 (“Tenure and Promotion Personnel Procedures”), section II.B.4, allow for Working Personnel Action File (WPAF) narrative lengths of up to 1,500 words, i.e., an increased narrative length maximum. An audit of Department Personnel Standards (DPS) has revealed that many existing DPS explicitly maintain a 1,000-word limit on narratives for a candidate’s WPAF.

The CSUF Academic Senate passed resolution ASD 23-67 (“Resolution to clarify USP 210.000 regarding narrative length”). The resolution resolved that the permitted lengths of narratives be 1,500 words for all departments.

After consulting with Faculty Affairs and Records, I have determined that revisions of DPS are in order, if not already being worked on. Until those DPS revisions are formally approved, the currently approved DPS are in effect, except that the former, 1,000-word limits cannot be used (i.e., are out of compliance with campus policy).
June 30, 2023

To: Minkyong Kim-Goh, Ph.D.
    Chair, Department of Social Work

    Jason Smith, JD
    Dean of the College of Health and Human Development

From: Amir Dabirian, Ph.D.
    Provost and Vice President for Academic Affairs

Subject: Departmental Personnel Standards for the Department of Social Work

The proposed Departmental Personnel Standards from the Department of Social Work have been reviewed. The document is in compliance with the Collective Bargaining Agreement, UPS 210.000, and UPS 210.002. In accordance with the recommendations of the Department, the College Personnel Standards Review Committee, and the Dean, I approve these standards for implementation commencing with the 2023-2024 Academic Year.

I would like to express my appreciation to all involved for their efforts in this task.

AD:mc

cc: Dr. Leslie Grier, College Personnel Standards Review Committee
    Dr. Adrian Rodriguez, College Personnel Standards Review Committee
    Dr. Juye Ji, Chair of the Department Personnel Committee
    Faculty Affairs and Records
California State University, Fullerton

College of Health and Human Development

Department of Social Work

Departmental Personnel Standards

Submitted for Approval September 2022
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I. Preamble

The Department of Social Work (hereafter referred to as the “Department”) is committed to providing the highest quality education possible. The Department recognizes that the key to quality programs is the faculty and thus seeks to promote excellence in the areas of teaching; scholarly and creative activities; and professional, University, and community service. Clarity in communication, especially regarding personnel policies, is of utmost importance to the maintenance and enhancement of a high-quality faculty and, thus, a viable university. With this objective, the Department shall institute the following procedures for assessing working personnel action files for the purposes of retention, tenure, and promotion. The Department faculty take the position that the evaluated faculty members and the evaluating and reviewing bodies may be aided in their respective roles by having as objective a statement available to them as is reasonably possible that clearly conveys the Department’s expectations. Furthermore, the Department faculty specifically affirm their position that the best interests of the University, College, Department, and their many students are served when the faculty represent a wide diversity of interests and activities.

II. Department Structure

The Department is coordinated by a Chair, selected according to UPS 211.100. The Chair has the responsibility of communicating the standards and criteria for retention, tenure, and promotion to all Department faculty members (see UPS 210.000).

III. Department Mission Statement

The mission of the Department of Social Work at California State University, Fullerton is to educate emerging and committed professionals for social work practice with vulnerable, marginalized, and underrepresented populations. We are committed to developing competent, ethical, and effective social workers who will promote integrity in the profession and provide leadership in advancing social work knowledge, addressing social problems, and advocating for social justice. We engage communities and organizations in an effort to educate developing social work practitioners while offering the wider community relevant expertise and assistance. We believe in the inclusion of individuals and groups from socially, culturally, and economically diverse environments, with special sensitivity to the multicultural communities of Orange County and the Southern California region. We also educate students toward a greater understanding of social work, human rights, and social justice from a global perspective.

IV. Statement on Diversity, Equity, and Inclusion

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make an individual or group different from each other. This perspective encourages a plurality of thought, ideas, and values. The definition of diversity is constantly evolving. It currently includes race, ethnicity, and gender, as well as socioeconomic status, age, national origin, religion, ability status, sexual orientation, gender identity and expression, language, immigration status, veteran status, and physical appearance.

Equity involves addressing systemic barriers to provide an equal opportunity for access, growth, and success for all students, faculty, and staff given individual circumstances within a given structure. The University equity philosophy includes faculty instruction and other involvement in identifying and eliminating systemic barriers that have prevented the full participation of historically and currently underserved, underrepresented, and marginalized groups.

Inclusion is the act of creating environments in which any individual or group can fully participate and feel welcomed, supported, and valued. An inclusive community values diversity and offers respect in words and
actions for all people. Inclusive practices are vital to CSUF’s core academic mission and institutional functioning.

V. Department Personnel Committee

A. Committee Functions

The Department Personnel Committee (hereafter referred to as the “Committee”) shall make specific recommendations concerning the retention, promotion, and granting of tenure to members of the Department as specified in the UPS 210.000 and 210.002.

B. Committee Structure

1. The Committee shall consist of at least three members and one alternate member. All shall be tenured faculty, and no member shall evaluate for promotion any faculty member holding a higher rank than the member does. The Committee shall consist of members from the Department unless there are not enough eligible tenured faculty to fill the Committee. The Department can solicit outside members from other departments as long as these members meet the Committee criteria. No person shall serve as a member of the Committee during any period in which they are the subject of the personnel review process.

2. The alternate member shall participate on the Committee in all deliberations under any circumstances in which a regular Committee member is ineligible to review a particular case or unable to complete the term. Such circumstances include, but are not limited to, the following: a) self-disqualification of a committee member; b) resignation or leave of absence of a committee member; c) extended illness of a committee member; d) a committee member assuming an administrative position in another academic unit or the University administration; or e) a committee member becoming a member of the University Faculty Personnel Committee. Should a vacancy occur, a new alternate shall be elected by the Department faculty. When possible, the new alternate shall be from the same department/program as the regular Committee member who was unable to complete the term.

3. Committee members shall serve a one-year term. The term shall begin early in the Fall semester, following the election of members.

C. Election of Committee Members

1. The Chair (or a designee) shall conduct the election by the end of the third week of classes in the Fall semester each year. The election shall be by secret ballot.

2. All tenured faculty who are members of the Department who meet the requirements in section B.1 above are automatically on the slate of nominees for the Committee, except the following: a) the Chair; and b) those who are being considered for a personnel action during that year. The Committee shall normally be filled with Department faculty before seeking members from related disciplines. If a department does not have the minimum number of eligible faculty required for the Committee, the Department may elect one or more tenured faculty for its personnel committee from related disciplines including department chairs from other departments.

3. Each full-time tenure-track faculty member in the Department may vote for up to three eligible faculty on the ballot. The top three (3) persons receiving the largest number of votes shall be elected "regular" members of the Committee. In addition, the person with the next highest number of votes shall be the alternate member. In the case of a tie, the regular member receiving the least amount of votes and the alternate shall be decided by a separate vote.

4. The Committee shall elect its Chair for the one-year term of the Committee.
D. Committee Procedures

1. The Committee shall review and evaluate in writing the portfolio of each faculty member to be considered for retention, tenure, or promotion. In this evaluation, the Committee shall comment upon the candidate's qualifications under each category of the criteria listed in Section VI of this document (teaching; scholarly and creative activity; professional, University, and community service).

2. All materials and deliberations are confidential and not to be discussed with those who are not part of the review process.

3. The Committee's evaluation for each area is to be based on the portfolio according to the professional judgment of the committee members. The evaluation shall provide a written rationale for describing the faculty member under review as "excellent," "good," "fair," or "poor" with respect to each area of performance.

4. The committee will write separate evaluations and recommendations (when recommendations are warranted). Evaluations are written assessments of a faculty member's performance. An evaluation will not include a recommendation for action. A recommendation is a position on the personnel action for which the faculty member is being considered.

5. When appropriate, the Committee shall formulate a recommendation that shall state in writing the reason for the recommendation. The recommendation and evaluation reports shall be approved by a simple majority vote of the Committee.

6. Committee members shall sign the evaluation and/or recommendation report(s) and form in alphabetical order. The order of the signatures shall not indicate the way individual members voted.

7. The Committee shall return the entire file, including the evaluation and recommendation, to the Department Chair.

VI. General Guidelines

A. The Prospectus

During the first year of employment in a tenure-track position, each probationary faculty shall write a Prospectus that includes narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. These narratives shall describe the faculty member's professional goals, areas of interest, resources required and accomplishments they expect to achieve in each of the three areas evaluated in order to meet the Departmental Personnel Standards for retention, tenure, and promotion. The Prospectus shall be due in the Department Chair's office by February 28th. These narratives will have no formal approval process but will be reviewed by the Chair and the Dean who will each provide written feedback on a timetable to be determined by the Colleges, but prior to May 1st. These narratives shall be included with the self-assessment narratives in the faculty member's portfolio that is submitted for retention review during the second year in the tenure-track position.

During subsequent years, the Prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period.

B. Portfolio Preparation and Submission

It is the responsibility of each faculty member being considered for personnel action to prepare the required information and documentation for the portfolio and to deliver the portfolio to the appropriate Chair in accordance with the governing timetable. The Department shall follow procedures outlined in UPS 210.000 with regard to the Prospectus.
C. Portfolio Organization and Documentation
The portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the portfolio shall be appropriately documented. A standard, updated curriculum vitae, shall be included. Faculty Affairs and Records provides new faculty members with access to the University-approved electronic portfolio system that they can use to create their portfolios. UPS 210.000 should be used as a guide by faculty in preparing their own portfolios.

D. Categories for Personnel Action
The three major categories of faculty performance are as follows: (1) teaching; (2) scholarly and creative accomplishments; and (3) professional, University, and community service. In promotion, retention, and tenure decisions, teaching performance shall be given primary emphasis.

E. Faculty Responsibilities
As full-time employees of CSUF, the Department faculty are expected to meet faculty responsibilities concerning each of the evaluation categories. In the area of teaching, these responsibilities include, but are not limited to, teaching classes, assessing student learning, holding office hours at assigned times and places, and maintaining currency relevant to one’s discipline and pedagogical developments. In the area of scholarly and creative accomplishment, these responsibilities include, but are not limited to, conducting original research; seeking external funding; presenting peer-reviewed presentations or posters; and publishing peer-reviewed journal articles, books, and book chapters. In the area of service, these responsibilities include, but are not limited to, attendance at Department meetings and completing committee and other Department duties as assigned by the Chair.

VII. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting
Faculty members belonging to traditionally underrepresented groups (such as women and faculty of color) may experience additional demands on their time over and above the usual demands made of all faculty members. For example, female students may seek out female faculty members over male faculty members for mentorship or advice. This phenomenon has been termed “cultural taxation.” Faculty members shall have the option to include their experiences of cultural taxation in their portfolio. Evaluators shall give this due consideration during the evaluation process.

Mentoring students, and particularly engaging them in research and other scholarly and creative activities, is an especially valuable form of faculty work. It deserves special consideration in the evaluation process. Examples include supervising a student’s independent research project, presentation, or performance; publishing work with a student; and supporting students to present their work at conferences. Other forms of mentorship may include career, academic, and club advising.

A. Teaching Performance
Retention during the probationary years will be predicated upon the individual's self-assessment and progress in meeting the criteria for the granting of tenure. Procedures concerning service credit and the Prospectus shall be implemented in accordance with the provisions of UPS 210.000. Each faculty member shall establish an environment where student learning is central, expectations for learning and student attainment are clearly reflected in the organization, content, and review of their materials, and students are provided opportunities to develop the learning abilities, competencies, and skills to productively contribute to society. A successful faculty member demonstrates mastery and currency in their discipline, teaches effectively, and helps students learn both within and outside the classroom. A successful faculty member also promotes diversity, equity, and inclusion in the classroom.

I. Evaluating Teaching Performance
The Committee's review of the portfolio constitutes "peer evaluation" of teaching performance. Evaluation of teaching performance shall include peer evaluation of each of the six criteria of teaching performance listed in VI.A.1.c. In addition, faculty members are encouraged to solicit other reviews
of teaching performance to be included in the portfolio at the time of submission. For example, classroom observations by Department colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall conform with UPS 210.080 and address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessments by external evaluators may also be included.

a. **Evidence of Teaching Performance**

The following sources of evidence shall be used in evaluating teaching performance:

1) **Portfolio vita**
   The portfolio vita covers the faculty member’s entire academic and professional employment history and lists accomplishments in all three areas of review (Teaching, Scholarly and Creative Activity, and Service). Relevant to teaching performance, the portfolio vita can identify activities related to ongoing professional development such as, faculty development workshops, employee training, pedagogical currency, professional conference attendance and participation, and supervision of student research.

2) **Narrative summary of teaching performance**
   Evaluation of teaching criteria include a self-assessment of the faculty member as a teacher. The comprehensive self-assessment shall address the faculty member’s pedagogical approach, philosophy of teaching, contributions to student learning and assessment, and teaching performance highlighting strengths and areas for future professional development. The self-assessment should explicitly consider the faculty member’s performance in relation to each of the six teaching performance criteria. The self-assessment should be mindful of teaching performance indicators that promote diversity, equity, and inclusion in teaching.

   The narrative summary of teaching performance shall not exceed 1000 words.

3) **List of courses taught**
   A semester by semester listing of all courses taught throughout the period of review must be provided. The list must include the Department name, the course name and number, and the unit value. If release time was received, the weighted teaching unit value will be listed along with an explanation of the activities for which it was granted.

4) **Course syllabi and materials**
   The file must include course syllabi and a representative selection of course supplemental materials such as exams, quizzes, assignments, grading rubrics, and study aids prepared by the faculty member to promote student learning. Syllabi should contain indicators explicit to compliance with University, College, and Department policies governing instructional duties of faculty such as testing schedules, office hours, and other syllabus requirements.

5) **Statistical summaries of student opinion questionnaires**
   The University-provided statistical summaries of student opinion questionnaires (SOQs) for all courses during the period of review must be included. If data are missing, a written explanation must be provided and verified by an appropriate administrator-supervisor. For faculty entering the Department with service credit, statistical summaries of SOQ data for all of the years for which service credit is given should be included, if available. If such data are not available, a letter from the faculty member’s previous supervisor attesting to their unavailability should be provided. SOQs are designed to solicit student feedback regarding instructors and course content. Any evaluation of SOQs should include consideration of quantitative and qualitative data.
While use of standardized student opinion questionnaires is required as part of the evaluation process, any data gathered from SOQs must be considered within a broader constellation of artifacts and should follow evidence-based guidelines and best practices. Overall patterns of teaching performance over several semesters shall be considered more informative than isolated course scores or individual student comments. Any analysis of SOQ ranges should take into account unique characteristics of courses such as class size, format, content, etc. Faculty members who believe their student ratings do not completely represent their teaching are encouraged to carefully explain their scores and offer an explanation of discrepancies and patterns. These explanations should be noted by the reviewers.

6) **Student opinion questionnaire forms**

The student-completed SOQ forms (i.e., raw data) for each course taught at CSUF for academic credit during the period of review must be provided. If data are missing, a written explanation must be provided and verified by an appropriate administrator/supervisor. For faculty entering the Department with service credit, SOQ data for all the years for which service credit is given should be included. If such data are not available, a letter from the faculty member's previous supervisor attesting to their unavailability should be provided.

b. **Additional Sources of Evidence**

The faculty member may submit other evidence that demonstrates teaching effectiveness and contributions to student learning, such as, but not limited to, the following:

1) Peer review of teaching following classroom visitations, lectures, or seminars.
2) Documentation and evaluation of teaching activities in colleagues' classes.
3) Documentation of fieldwork coordination, academic advisement, or mentoring activities.
4) Development of new course proposals which have been approved for inclusion in the curriculum.
5) Development of instructional technology strategies to enhance student learning.
6) Development of portfolio and case study assignments.
8) Publications about teaching that do not qualify for inclusion in section VI.B.1.b.
9) Evidence of additional training in teaching.
10) Evidence of collaborative teaching activities.
11) Evidence of teaching activities and materials that promote diversity, equity, and inclusion in student learning.
12) Video of lessons taught.
13) Independent study projects produced by students trained or directed by the faculty member.
14) Documentation of independent research supervision and development for advanced-year students, including student-driven publications and conference presentations.

c. **Guidelines for Rating Teaching Performance**

Consistency in teaching is a valued characteristic of effective teaching performance, however, evaluators should expect variation across teaching performance indicators. Examples of effective teaching provided by faculty members need not apply to all courses taught uniformly. A faculty member’s teaching performance evaluation shall take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation should also take into account the faculty member's overall level of experience and efforts to improve teaching performance, as well as evidence of cultural taxation.

A composite rating of teaching performance is arrived at based on the following six teaching performance criteria. The Committee shall rate each of the six teaching performance criteria on a 4-point scale as "excellent (4)," "good (3)," "fair (2)," or "poor (1)." Each of these
factors is equally weighted to arrive at a total evaluation of teaching effectiveness. Evidence provided for each teaching performance criterion need not be mutually exclusive.

1) Establishment of an environment conducive to learning for a diverse student body and historically marginalized student population.

Examples of establishment of an environment conducive to learning for a diverse student body and historically marginalized student population could include creating a safe learning environment for student interaction and discussion; providing coherent and cohesive guidelines for student expression and communication; providing a means for students to contribute to the course learning by encouraging inquiry; providing a coherent structure for course meetings which is understood by students; promoting diversity, equity, and inclusion in teaching; responding to student questions and needs in a constructive and emotionally intelligent manner; and modeling and incorporating ethical principles consistent with the social work profession into teaching and student learning.

Potential sources of evidence related to establishing an environment conducive to learning for a diverse student body and historically marginalized student population could include, but are not limited to, self-assessment in the narrative summary; peer teaching-observation reports; course materials, such as syllabi, assignments, learning management system pages, and grading rubrics; and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of establishing a conducive learning environment into their portfolio. The faculty member should highlight evidence for establishing an environment conducive to learning in their narrative summary. The criterion of establishing an environment conducive to learning for a diverse student body and historically marginalized student population shall be assessed accordingly.

**Excellent** -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to establishing an environment conducive to learning for a diverse student body and historically marginalized student population as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to establishing an environment conducive to learning should include a minimum of 4 examples of establishing an environment conducive to learning within the evidence provided.

**Good** -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to establishing an environment conducive to learning for a diverse student body and historically marginalized student population as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment to establishing an environment conducive to learning should include 3 examples of establishing an environment conducive to learning within the evidence provided.

**Fair** -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to establishing an environment conducive to learning for a diverse student body and historically marginalized student population as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to establishing an environment conducive to learning should include 2 examples of establishing an environment conducive to learning within the evidence provided.

**Poor** -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to establishing an environment conducive to learning for a diverse student body and historically marginalized student population as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment
to establishing an environment conducive to learning should include 1 or fewer examples of establishing an environment conducive to learning within the evidence provided.

2) **Creation of a course linking goals to methods of assessment and student outcomes.**

Examples of creation of a course linking goals to methods of assessment and student outcomes could include clearly presenting course and student expectations at the beginning of each course; creating well-defined and clearly understood grading rubrics and assessment practices for student learning experiences; assessments and grading practices are clearly related to course goals; course content emphasizes students’ acquisition of knowledge and skills that are currently valued in social work; creating and incorporating grading and assessment practices sensitive to student diversity, equity, and inclusion; and linking course goals and objectives to student learning outcomes.

Potential sources of evidence related to creating a course linking goals and methods of assessment and student outcomes could include, but are not limited to, self-assessment in the narrative summary; course materials, such as syllabi, assignments, and grading rubrics; examples of student work and instructor grading procedures; and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of creating a course linking goals and methods of assessment and student outcomes into their portfolio. The faculty member should highlight evidence for creating a course linking goals and methods of assessment and student outcomes in their narrative summary.

The criterion of creating a course linking goals and methods of assessment and student outcomes shall be assessed accordingly.

**Excellent** -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to creating a course linking goals and methods of assessment and student outcomes as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to creating a course linking goals and methods of assessment and student outcomes should include a minimum of 4 examples creating a course linking goals and methods of assessment and student outcomes within the evidence provided.

**Good** -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to creating a course linking goals and methods of assessment and student outcomes as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment to creating a course linking goals and methods of assessment and student outcomes should include 3 examples of creating a course linking goals and methods of assessment and student outcomes within the evidence provided.

**Fair** -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to creating a course linking goals and methods of assessment and student outcomes as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to creating a course linking goals and methods of assessment and student outcomes should include 2 examples of creating a course linking goals and methods of assessment and student outcomes within the evidence provided.

**Poor** -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to creating a course linking goals and methods of assessment and student outcomes as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment to creating a course linking goals and methods of assessment and student outcomes should include 1 or fewer examples of creating a course linking goals and methods of assessment and student outcomes within the evidence provided.
3) **Effective use of instructional methods and learning modalities.**

Examples of effective use of instructional methods and learning modalities could include using a variety of teaching strategies and methods to optimize student learning; implementing teaching strategies and methods sensitive to student diversity, equity, and inclusion; using teaching strategies and methods appropriate to achieving course objectives, student learning outcomes, and social work competencies; incorporating technology into teaching; and using current pedagogical methods relative to graduate-level social work education.

Potential sources of evidence related to the effective use of instructional methods and learning modalities could include, but are not limited to, self-assessment in the narrative summary; peer teaching-observation reports; course materials, such as syllabi, assignments, learning management system pages, and grading rubrics; workshop, employee training, and faculty development certificates and documentation; and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of the effective use of instructional methods into their portfolio. The faculty member should highlight evidence for the effective use of instructional methods in their narrative summary.

The criterion of effective use of instructional methods shall be assessed accordingly.

**Excellent** -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to the effective use of instructional methods and learning modalities as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to the effective use of instructional methods should include a minimum of **4 examples** of the effective use of instructional methods within the evidence provided.

**Good** -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to the effective use of instructional methods and learning modalities as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment to the effective use of instructional methods should include **3 examples** of the effective use of instructional methods within the evidence provided.

**Fair** -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to the effective use of instructional methods and learning modalities as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to the effective use of instructional methods should include **2 examples** of the effective use of instructional methods within the evidence provided.

**Poor** -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to the effective use of instructional methods and learning modalities as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment to the effective use of instructional methods should include **1 or fewer examples** of the effective use of instructional methods within the evidence provided.

4) **Establishment of appropriate academic standards and holding students accountable for the standards of the Social Work discipline.**

Examples of establishment of appropriate academic standards and holding students accountable for the standards of the Social Work discipline could include creating learning experiences and
grading criteria commensurate with graduate-level education; using course materials, such as texts, readings, videos, and multimedia, that are commensurate with graduate-level education; implementing grading criteria, including policies for meeting deadlines, that are clear, fair, inclusive, and equitable; providing students with clear feedback and direction on graded assignments; incorporating social work ethics and competencies into student academic and professional standards and expectations; and clearly presenting students with standards and expectations related to field education, community partnerships, and working with social work client populations.

Potential sources of evidence related to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline could include, but are not limited to, self-assessment in the narrative summary; course materials, such as syllabi, assignments, and grading rubrics; examples of student work and instructor grading procedures; and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline into their portfolio. The faculty member should highlight evidence for establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline in their narrative summary.

The criterion of establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline shall be assessed accordingly.

**Excellent** -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline should include a minimum of 4 examples of establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline within the evidence provided.

**Good** -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline should include 3 examples of establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline within the evidence provided.

**Fair** -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline should include 2 examples of establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline within the evidence provided.

**Poor** -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment
to establishing appropriate academic standards and holding students accountable for the standards of the Social Work discipline should include **1 or fewer examples** of appropriate academic standards and holding students accountable for the standards of the Social Work discipline within the evidence provided.

5) **Building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching.**

Examples of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching could include participation in faculty development and employee instructional and training courses; participation in faculty workshops and employee trainings to promote equity and inclusion in the classroom; familiarity with current pedagogical methods and developments in social work; currency in course materials, including texts, readings, video, learning management system pages, and web-based resources; incorporation of student feedback into course maintenance, development, and revision; new course development; supervision of student research, including capstone research projects; facilitating student co-authorship on publications; and facilitating student participation in professional conferences, research showcases, and community-based presentations. The faculty member should also address feedback or recommendations from previous evaluations with concrete plans for positive professional growth and development, when applicable.

Potential sources of evidence related to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching could include, but are not limited to, self-assessment in the narrative summary; portfolio vita; course syllabi; workshop, employee training, and faculty development certificates and documentation; and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching into their portfolio. The faculty member should highlight evidence for building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching in their narrative summary.

The criterion of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching shall be assessed accordingly.

**Excellent** -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching should include a minimum of **4 examples** of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching within the evidence provided.

**Good** -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching should include **3 examples** of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching within the evidence provided.
Fair -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching should include 2 examples of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching within the evidence provided.

Poor -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment to building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching should include 1 or fewer examples of building and enhancing currency in the Social Work discipline and pedagogical developments as related to teaching within the evidence provided.

6) Compliance with University, College, and Department policies governing instructional duties as outlined in faculty handbooks and University Policy Statements.

Examples of compliance with University, College, and Department policies governing instructional duties could include administering final exams according to the University final exam schedule; maintaining office hours, including schedule, location, and contact information, as stipulated in course syllabi; establishing and maintaining a number of office hours per week commensurate with number of teaching assignments; establishing office hours that are easily accessible to students, including “by appointment” accommodations for students who are unable to meet during scheduled office hours; creating course syllabi compliant with University and College requirements including, faculty information, grading standards and criteria, academic integrity statement, emergency preparedness procedures, and students’ rights to accommodations for documented special needs. Syllabi for virtual and hybrid courses should contain information related to how course participation and online activity will be assessed, minimum technological requirements and expected student competencies, and whom to contact and alternative procedures in the event of a technological problem.

Potential sources of evidence related to establishing compliance with University, College, and Department policies governing instructional duties could include, but are not limited to, self-assessment in the narrative summary, course syllabi, learning management system pages, and information from student opinion questionnaires, including quantitative ratings and qualitative comments. The faculty member is encouraged to include any additional indicators of compliance with University, College, and Department policies governing instructional duties environment into their portfolio. The faculty member should highlight evidence for compliance with University, College, and Department policies governing instructional duties in their narrative summary.

The criterion of compliance with University, College, and Department policies governing instructional duties shall be assessed accordingly.

Excellent -- Self-assessment and sources of evidence included in the portfolio demonstrate an outstanding commitment to compliance with University, College, and Department policies governing instructional duties as judged by the breadth, depth, and relevance of course content related to the criterion. An outstanding commitment to compliance with University, College, and Department policies governing instructional duties should include a minimum of 4 examples of compliance with University, College, and Department policies governing instructional duties within the evidence provided.
Good -- Self-assessment and sources of evidence included in the portfolio demonstrate a clearly acceptable commitment to compliance with University, College, and Department policies governing instructional duties as judged by the breadth, depth, and relevance of course content related to the criterion. A clearly acceptable commitment compliance with University, College, and Department policies governing instructional duties should include 3 examples of compliance with University, College, and Department policies governing instructional duties within the evidence provided.

Fair -- Self-assessment and sources of evidence included in the portfolio demonstrate a marginal commitment to compliance with University, College, and Department policies governing instructional duties as judged by the breadth, depth, and relevance of course content related to the criterion. A marginal commitment to compliance with University, College, and Department policies governing instructional duties should include 2 examples of compliance with University, College, and Department policies governing instructional duties within the evidence provided.

Poor -- Self-assessment and sources of evidence included in the portfolio demonstrate an unacceptable commitment to compliance with University, College, and Department policies governing instructional duties as judged by the breadth, depth, and relevance of course content related to the criterion. An unacceptable commitment to compliance with University, College, and Department policies governing instructional duties should include 1 or fewer examples of compliance with University, College, and Department policies governing instructional duties within the evidence provided.

2. Composite Rating of Teaching Effectiveness
Based on a composite of the ratings of six teaching performance criteria described above, the reviewers shall render a summative rating of teaching performance as one of the following: "excellent," "good," "fair," or "poor."

Excellent – Cumulative scoring of six teaching performance criteria ranging from 20-24 points indicates outstanding teaching performance.

Good – Cumulative scoring of six teaching performance criteria ranging from 15-19 points indicates clearly acceptable teaching performance.

Fair – Cumulative scoring of six teaching performance criteria ranging from 10-14 points indicates marginal teaching performance.

Poor – Cumulative scoring of six teaching performance criteria less than 10 points indicates unacceptable teaching performance.

B. Scholarly and Creative Accomplishments
Faculty engagement in scholarly and creative activity generates the following benefits for the faculty member and students, as well as for the University: a) complement teaching; b) contribute to the advancement of the field and, more broadly, to human achievement; c) promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike; d) enhance collaborative scholarship; e) increase opportunities for students in academic and professional disciplines; f) promote diversity, equity, and inclusion; g) enhance the professional growth of the faculty member; h) contribute to the overall quality of the Department, College, and University; and, i) advance the reputation of the University.

1. Evidence of Scholarly and Creative Accomplishments
The following sources of evidence shall be used in evaluating scholarly and creative activity:
a. **Narrative Summary of Scholarly and Creative Activities**

The self-assessment must include both a reflective review of the faculty member's scholarly and creative activity and future goals and direction with reference to the benefits listed above and applicability to the faculty member's Prospectus. The statement shall emphasize the scholarly accomplishments of the faculty member since appointment at CSUF or since the last action and should be documented by supporting evidence whenever possible. Scholarly accomplishments include, but are not limited to peer-reviewed and invited publications, reports, white papers, internal and external grants, and scholarly presentations and workshops. Scholarly and creative accomplishments promoting diversity, equity, and inclusion should be emphasized. Evaluators shall also take into account any evidence of cultural taxation. The narrative of scholarly and creative activities shall not exceed 1000 words.

b. **Publications**

- Articles published or accepted in high quality, professionally recognized, externally peer-reviewed journals (publications related to teaching that meet this standard shall be included in this category). Documentation must include evidence of peer review and one of the following: (1) the letter of acceptance and commitment to publish the article or (2) a reprint of the published article.
- Books, including textbooks, or chapters in edited books, either published or accepted for publication. Documentation must include one of the following: (1) the letter of acceptance of the completed manuscript from the publisher; (2) the final printed version of the galley page proofs; or (3) a copy of the publication in the final printed version.

c. **Applied Scholarship**

- External grants funded by government agencies and/or private foundations. Grants which have been awarded but not yet funded may be presented.
- Adopted or published treatment or intervention manuals.

d. **Scholarly Presentations**

- A professional conference presentation or workshop given or accepted to be given, with the name, date, and location of the presentation. Also include the presentation abstract, PowerPoint slides, or electronic poster, if applicable.

e. **Supplemental Scholarship**

- These are types of publications and scholarly work that can supplement the portfolio but are not considered high-quality items. It is up to the faculty member to place the scholarship in the appropriate professional context for evaluation and make the case for how this work should be evaluated and considered. Supplemental scholarship may include, but is not limited to:
  - Reports for government agencies
  - Reports for community organizations
  - White papers
  - Policy analyses
  - Published training manuals or curricula

- Internal grants are not considered as a high-quality indicator of scholarly and creative activity; however, the Department encourages faculty members to pursue internal funding as a means toward achieving other items of scholarly and creative activity (e.g., peer-reviewed publications, external funding, scholarly presentations).
2. Rating Criteria for Scholarly and Creative Activity

These lists are not in rank order of importance. It is the responsibility of the faculty member under review to show how scholarly and creative accomplishments address some or all of the criteria listed below and the particular objectives identified in the faculty member's Prospectus.

a. The Department employs traditional criteria in evaluating scholarly and creative work, including

1) Clarity of conceptualization
2) Originality of scholarship
3) Contribution to the faculty member's discipline and/or to interdisciplinary scholarship
4) Impact on scholarship in the field
5) Quality of the forum in which the work appears (e.g., impact score and acceptance rates of journal)

b. In addition, the Department evaluates scholarly and creative activities based on the degree to which they

1) Complement teaching
2) Contribute to the advancement of the field and, more broadly, to human achievement
3) Promote diversity, equity, and inclusion
4) Promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
5) Enhance collaborative scholarship
6) Increase opportunities for students in academic and professional disciplines
7) Enhance the professional growth of the faculty member
8) Contribute to the overall quality of the Department, College, and University
9) Advance the reputation of the University

c. The Department requires that faculty document and describe their involvement in collaborative projects

Faculty are required to document their contributions in collaborative projects through the co-author disclosure form available from the Faculty Affairs and Records Office.

3. Guidelines for Rating Scholarly and Creative Accomplishments

It is expected that the faculty member will demonstrate an on-going program of scholarly work. With regard to the ratings below, which reflect the expected outcome in the final year of probation, it is the expectation that faculty will make reasonable and ongoing progress in interim evaluation years toward these outcomes. Scholarly publication that stems from a sustained program of work over the entire period is required to achieve tenure. Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly and creative accomplishments as "excellent," "good," "fair," or "poor" as follows:

1. A rating of "excellent" shall be rendered for a comprehensive self-assessment and outstanding performance in depth and/or breadth of scholarly activity. A total of eight items are required over the entire tenure and/or promotion review period: six must be high-quality publications and/or applied scholarship, at least three of which must be peer-reviewed journal articles; in addition, one of the three peer-reviewed journal articles must be a first- or sole-authored publication. Two of the eight items may be professional conference presentations or workshops. No more than two of the items may be external grants.

2. A rating of "good" shall be rendered for a comprehensive self-assessment and clearly acceptable performance in depth and/or breadth of scholarly activity. A total of six items are required over the entire tenure and/or promotion review period: four must be high-quality publications and/or applied scholarship, at least two of which must be peer-reviewed journal articles; in
addition, one of the two peer-reviewed journal articles must be a first- or sole-authored publication. Two of the six items may be professional conference presentations or workshops. No more than two of the items may be external grants.

3. A rating of "fair" shall be rendered for a comprehensive self-assessment with marginal performance in depth and/or breadth of scholarly activity: four to five items over the entire tenure and/or promotion review period, two of which are high-quality publications and/or applied scholarship, at least one of which is a peer-reviewed journal article. Two of the four items may be professional conference presentations or workshops. No more than two of the items may be external grants.

4. A rating of "poor" shall be rendered for unacceptable performance in depth and/or breadth of scholarly activity, as evidenced by fewer items than required to achieve a “fair” rating.

C. Professional, University, and Community Service

1. Narrative of Professional, University, and Community Service Activities
Each faculty member shall provide a self-assessment related to service contributions. The self-assessment must include both a reflective review of the faculty member's professional, University, and community service activity and future goals and direction. The self-assessment shall emphasize the service contributions of the faculty member since appointment at CSUF or since the last personnel action and should be documented by supporting evidence, whenever possible. Service promoting diversity, equity, and inclusion should be emphasized. Evaluators shall also take into account any evidence of cultural taxation. The narrative of professional, University, and community service activities must not exceed 1000 words.

2. Professional and Community Service
Faculty in applied fields such as those in the Department are required not only to make original scholarly contributions in the form of written material, but also to communicate and implement knowledge by means of presentations and consultations. The benefits of professional and community service are many, including
   a. Complements teaching by allowing the teacher to draw from applied experience
   b. Promotes the discipline in the context to which it is applied
   c. Promotes diversity, equity, and inclusion
   d. Promotes currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
   e. Enhances the professional growth of the faculty member
   f. Contributes to the overall growth and development of the community
   g. Advances the reputation of the University and opportunities for its students

For the purpose of professional maintenance and growth, each faculty member is encouraged and expected to engage actively in the discipline and related professions as follows: assuming professional leadership roles; attending and presenting at professional meetings, conferences, and workshops; acquiring professional licensure; earning credentials and certificates; editing professional journals; reviewing manuscripts or book proposals; providing consultation relevant to the field; reviewing grant proposals; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed equally valuable to the profession/community and in support of the University Strategic Plan. Active involvement in professional and community service activity over the entire period of review is required for achievement of tenure in the Department. Each faculty member should be mindful of professional and community service activities that promote diversity, equity, and inclusion.
3. **University Service**

The success of any University or Department is partially dependent on the active participation of its faculty members in the various organizational and shared-governance tasks. In the case of the Department, an unusually heavy demand for involvement in Department activities such as advisement, curriculum development, Department review for accreditation purposes, etc., fall upon relatively few full-time faculty.

All Department faculty are expected to assume an active role in addressing the needs of their Department, as well as those of the College and University. At a minimum, a faculty member is expected to attend meetings of the Department on a regular basis, participate in College and University faculty events, and serve on at least two committees or perform comparable tasks over the entire period of review for tenure. Each faculty member is encouraged to participate in University, College, and Department committees explicitly related to the promotion of diversity, equity, and inclusion.

Contributions that exceed minimal expectations (e.g., participating on numerous committees or in activities of a more demanding nature, or assuming positions of leadership in such tasks) will enhance the faculty member's rating for service.

4. **Evaluating Service**

The Committee evaluates the quality, quantity, and impact of a faculty member's service contributions in the context of the potential benefits to the profession, community, and University, and in light of prevailing professional standards.

- A rating of "**excellent**" will be given for a record of service that includes active, quality involvement in **three or more** professional/community service activities and **three or more** Department, College and/or University service activities.

- A rating of "**good**" will be given for a record of service that includes active, quality involvement in **at least two** professional/community service activities and active, quality involvement in **at least two** Department, College, and/or University service activities.

- A rating of "**fair**" will be given for a record of service that includes active, quality involvement in **at least one** professional/community service activity or active, quality involvement in **at least one** Department, College, or University active.

- A rating of "**poor**" will be given for a record of service that fails to include active, quality involvement in professional/community service or in service to the Department, College, and/or University.

D. **Retention, Tenure, and Promotion**

1. **Retention of Probationary Faculty**

The goal of the retention, tenure, and promotion process, as contained in UPS 210.000, is to produce members who qualify for tenure after their probationary employment. To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure are likely to be met.

Retention during the probationary years shall be based upon the individual's progress in meeting the criteria for tenure. By the Year-4 review, in order to be retained, the probationary faculty member must be rated at a minimum:
2. **Criteria for Granting of Tenure**
Promotion to Associate Professor is automatic with the granting of tenure. In order to be granted tenure, the faculty member must be rated, at a minimum:

- "good" or "excellent" in teaching performance and scholarly and creative accomplishments, one of which must be "excellent." (NOTE: It is not expected that each faculty member will have been rated "good" or "excellent" over the entire period of review for tenure; what is important is attainment of a rating of "good" or "excellent" by the end of the review period)
- "good" or “excellent” in professional, University, and community service

3. **Criteria for Promotion to Full Professor**
Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, the decision to grant promotion to the rank of Full Professor shall be based on a record that indicates sustained vitality and commitment to the standards described above.

In order to be granted promotion to Full Professor, the faculty member must be rated:

- "excellent" in two areas
- "good" or "excellent" in the other area

VIII. **Early Tenure and Early Promotion**

A. **Eligibility**
In order to be considered for early tenure or early promotion, the eligible faculty member shall apply in writing to Faculty Affairs and Records no later than the end of the second week of the Fall semester.

The granting of early tenure and promotion to Associate Professor, or early promotion to Full Professor, will be considered in cases of outstanding achievement and excellence. Successful early promotion or tenure requires evidence of superior accomplishments significantly beyond what is expected for tenure on the standard timeline. The faculty member’s record must establish compelling evidence of distinction in teaching performance; scholarly and creative activity; and professional, University, and community service and must inspire confidence that the pattern of strong overall performance will continue.

B. **Criteria**
In all cases, the faculty member must satisfy, on an accelerated schedule, the requirements for promotion and/or tenure delineated in earlier sections. Additional special requirements are described below.

1. **Early Tenure and/or Early Promotion to Associate Professor**
For early tenure and/or early promotion to Associate Professor, the faculty member must be rated as "excellent" in overall teaching performance utilizing the criteria found in Section VI.A, "excellent" in scholarly and creative accomplishments, and "excellent" in professional, University, and community service. The faculty member must have a rating of "excellent" in all three categories.
2. Early Promotion to Full Professor
For early promotion to Full Professor, the faculty member must be rated as "excellent" in overall teaching performance utilizing the criteria found in Section VI.A, "excellent" in scholarly and creative accomplishments, and "excellent" in professional, University, and community service. The faculty member must have a rating of "excellent" in all three categories.
1. Student Opinion Questionnaire

Your thoughtful rating on the questions will be used in the faculty tenure and promotion decision-making process, for other personnel decisions, and to provide ongoing information on teaching effectiveness in California State University, Fullerton. Your response is anonymous. The summary of your responses will be given to the instructor only after the final grades have been submitted.

Rate each of the statements below using following 5-point scale:
A = very high, B = high, C = adequate, D = inadequate, E = very inadequate

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<tbody>
<tr>
<td>1.1 I rate the professor’s knowledge of the subject matter for this course as:</td>
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<td>1.2 I rate the professor’s demonstrated interest in students as:</td>
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<td>1.3 I rate the professor’s preparation for class meetings as:</td>
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<td>1.4 I rate the professor’s availability to students for consultation as:</td>
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<td>1.5 I rate the clarity, consistency, and fairness of grading criteria in this course as:</td>
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<td>1.6 I rate the helpfulness and utility of the professor’s feedback as:</td>
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<td>1.7 I rate the professor’s openness to differences of opinion as:</td>
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<td>1.8 I rate the clarity of the professor’s communication of the course expectations and objectives as:</td>
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<td>1.9 Overall, I rate this course as:</td>
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<tr>
<td>1.10 Overall, I rate the professor’s teaching in this course as:</td>
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PLEASE WRITE COMMENTS ON THE NEXT PAGE. Do not write in the space below.
2. Comments

2.1 Please write any comments you would like to add in the box below.
1. Student Opinion Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
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<tbody>
<tr>
<td>1.1 I rate the degree to which the instructor accepts and respects me as a person as:</td>
<td><img src="toggle" alt="Rating Options" /></td>
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<tr>
<td>1.2 I rate the usefulness of the feedback as:</td>
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<tr>
<td>1.3 I rate the degree to which the instructor provides suggestions for developing my social work skills as:</td>
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<td>1.4 I rate this course’s contribution to my development as a practitioner as:</td>
<td><img src="toggle" alt="Rating Options" /></td>
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<tr>
<td>1.5 I rate the degree to which the instructor helps me to define and achieve specific concrete goals for myself during the practicum experience as:</td>
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<tr>
<td>1.6 I rate the degree to which the instructor helps me define and maintain ethical behavior as:</td>
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<tr>
<td>1.7 I rate the clarity of the instructor’s explanation of her/his criteria for evaluation as:</td>
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<tr>
<td>1.8 I rate the fairness with which the instructor applies her/his criteria in evaluating my performance as:</td>
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<tr>
<td>1.9 I rate this course contribution to my level of awareness of professional issues as:</td>
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<tr>
<td>1.10 I rate the degree to which the instructor offers resource information when I request or need it as:</td>
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<tr>
<td>1.11 Overall, I rate the instructor's teaching in this course as:</td>
<td><img src="toggle" alt="Rating Options" /></td>
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</tbody>
</table>

PLEASE WRITE ANY COMMENTS ON THE NEXT PAGE. Do not write in the space below.
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