



School of Social Work  
**Retention, Tenure, and Promotion Criteria**

Unanimously Passed by T/TT Faculty on 11 February 2008  
Draft Revision passed 10 March 2008  
Provost Approved January 2009

**BACKGROUND**

In accordance with Academic Senate Policy # S07-241, the School of Social Work established the following criteria for retention, tenure, and promotion reviews. This document reflects review and consideration of multiple drafts during Spring Semester 2007 (when the original draft was approved), Fall Semester 2007, and Spring Semester 2008. During Academic Year 2007-2008, three School Meetings (5 November and 10 December 2007 and 11 February 2008), probationary and tenured faculty considered criteria for faculty reviews.

Section 1.8 of Academic Senate Policy #S07-241 specifically addresses "Retention, Tenure, and Promotion Criteria." In part, this section says:

The criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. For teaching faculty, excellence in teaching is required. . . . Departments should decide the priority of non-teaching criteria.

. . . The intensity of the evaluation process will vary in accordance with the academic position of the faculty member; thus, promotion to Professor requires more rigorous standards than promotion to Associate Professor, as determined by department criteria.

It is the responsibility of the department to establish clearly the department's expectations for retention, tenure, and promotion consistent with the University criteria. . . These criteria will be approved by the tenured and probationary faculty in the department. . . Departments may develop criteria for candidate's collegial

relationships as a member of the faculty . . . and fit of the candidate within the future plans and needs of the department; . . . (S07-241, pp. 13-14)

At its 11 February 2008 Executive Session of a School Meeting, the School of Social Work's probationary and tenured faculty unanimously approved this set of criteria for retention, tenure, and promotion.

### **TEACHING EFFECTIVENESS AND PRIMARY AREAS OF RESPONSIBILITY**

In the area of teaching effectiveness, all primary areas of responsibility will be considered. If one received released time to engage in an assignment (e.g. coordinator of a program), the service assignment is included under teaching effectiveness.

The evaluation of teaching effectiveness is based on data/documents in the Working Personnel Action File (WPAF). These documents may include the following:

- Course syllabi for all courses (required and elective)
- Quantitative Student Evaluation of Teaching Effectiveness (SETE) scores
- Qualitative student evaluations
- Faculty statement of teaching philosophy, values, styles, formats, and methods
- Diverse teaching areas and arenas (including BASW and MSW)
- Peer evaluations (class visitations)
- Student letters (current and former)
- Faculty letters (SFSU and associated/affiliated others)
- Community and professional associates letters
- Supervision of culminating Thesis/Projects
- Advising
- Guiding, mentoring, and motivating
- Required/elective course
- Other pedagogical work with students

In reviewing the candidate's teaching effectiveness, all materials in the WPAF shall be considered. No one criterion will prevail over others. Rather, an aggregate assessment of the candidate's teaching effectiveness will be made. Achievement of goals and objectives relative to the School and University missions and results in terms of educational excellence will be evaluated. Consideration shall be given to large classes and more difficult courses due to content area.

This material will be reviewed and evaluated in terms of its contribution to the learning experiences provided students. Consistency in the flow of teaching philosophy, syllabus design and content, observation of classroom performance, qualitative commentary by students and colleagues, and all other above-mentioned items in the WPAF will be considered and analyzed holistically to evaluate the level of teaching effectiveness.

Each semester course and aggregate SETE scores are analyzed and evaluated relative to multiple variables, including: 1. School and course subject matter averages; 2. Course content (e.g. difficult, unpopular and required subjects); 3. Progressive patterns of teaching improvements made over a period of time; 4. Unusual circumstances or situations unique to the semester or time period; 5. Other considerations presented by the candidate or others in the WPAF. Overall, the SETE scores are to be within the School's average range or above. Variance will be considered by course content/subject matter, time, and circumstances/situations.

## **PROFESSIONAL ACHIEVEMENT AND GROWTH**

Faculty must contribute to and have an impact on the profession and diverse communities. Research, publications, presentations, creative works, participation in professional associations, and other professional activities must contribute to knowledge-building; skill developing and applying; and critical thinking, analyzing, and evaluating.

Faculty must disseminate their research, scholarship, professional practice experiences, and/or creative works via peer-reviewed professional publications or productions. Evidence of ongoing and active research, scholarship, professional achievements, and creative developments will appear in peer-reviewed publications or productions each year (on average), at least once for more substantial publications involving longer-range and in-depth research and professional activities, or at least twice (on average) for less involved and shorter-range research and activities. The peer-reviewed publications and/or productions are to make an important contribution to the literature, and to have an impact on social service delivery systems, policies, programs, practices, and/or social work education.

Faculty seeking promotion and tenure are to reflect the values and principles of the School of Social Work. Faculty candidates must present evidence that their active professional work is relevant to the diverse populations that are addressed by the School mission, including "the oppressed, disenfranchised, and otherwise marginalized peoples and communities."

Sources of evidence may include (but are not be limited to):

- Peer reviewed publications and/or productions in recognized and reputable sources, including journal articles and books
- Impact ratings and rankings of peer-reviewed publications
- Invited Lectures and guest speaking at professional venues
- Presentations at professional conferences (peer reviewed), societies, meetings, and events

- Non-Peer reviewed publications and/or productions in professional sources, including articles, books, research reports, monographs, brochures, handbooks, pamphlets, newsletters, booklets, and manuals.
- Agency or organization-based publications.
- Creative and innovative works, such as video or radio production. Community-based or agency based documents and publications
- Presentations at agencies, community
- Peer and editor evaluations and letters
- Unpublished works, including works in progress
- Grant proposals
- Contract proposals
- Presentations at professional conferences, societies, meetings, and events
- Lectures and guest speaking at professional venues
- Testimonies related to policy developments or professional developments
- Leadership in development/implementation of major curriculum components/programs
- Development of new and relevant courses
- Guest lecturing at other colleges/universities (incorporating professional and/or research and scholarship)
- Curricular innovations, including new course developments and new curricular directions (leadership in processes leading to changes)

## **CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

At the core of social work is civic engagement, connection to community, and actions for greater social justice. Faculty must demonstrate active involvement and participation in activities leading to a better environment (consistent to the School's mission) – both in the workplace and community. They are expected to be collegial, reliable, responsive, and compliant with all areas specified by the National Association of Social Workers' Code of Ethics.

Faculty members are to reveal team-spirited involvements and leadership at multiple levels, from school, college, and university to community and the broader society. Faculty members are expected to contribute to the overall structures and function in the work environment, as

well as throughout the broader community. Contributions are to reflect results achieved within and outside the university. At the School, College, and University levels, and profession examples include (but are not limited to):

- Leadership (volunteer and elected) on school, college and university committees
- Developer of ideas; Writer/drafter of proposals for innovation and change
- Work on committees and ad hoc organizing activities (e.g. events)
- Contributions to collective work that must be accomplished (e.g. accreditation documents and assessments)
- Representative and liaison to various bodies (e.g. faculty organizations and unions)
- Lead organizer for special projects, programs, or initiatives
- Administrative duties and assignments
- Facilitator and sponsor to student organizations
- Worker, organizer and/or leader in campus activities
- Fund raiser, promoter, and public relations innovator
- Active participant in School/College/University programs and events (e.g. graduation)
- Contributor to activities that promote school and program development
- Evaluation of book-length manuscripts for a publisher

#### Professional Service

- Service on the editorial committee of a professional journal or publisher
- Editor work for publications (books, journals)
- Editorial Board member
- Program evaluations of professional organizations
- Professional consultations
- Professional society reviewer of abstracts
- Accreditation work (e.g. site team member or document writer)

- Leadership and program directions in professional societies and associations

Service to the profession may involve assisting various constituencies in areas related to the faculty member's area of expertise.

With regard to community service, the focus and relevance of the work in relation to the mission of the School is of primary significance. Social justice, advocacy, and empowerment of vulnerable populations, including "the oppressed, disenfranchised, and otherwise marginalized peoples and communities," are important areas for faculty involvement in the community.

Activities include (but are not limited to):

- Appointment or election to and service on community governing and advisory boards
- Participation on community based committees
- Leadership activities at the community level, including chair positions for organization and organizer status in community movements or change efforts
- Services in public office
- Leadership in a collective bargaining organization or labor council
- Consultation or technical assistance to organizations
- Education via workshops or seminars for local organizations
- Activism through lobbying or organizing of political or social causes
- Development of community-based programs and activities
- Volunteerism as worker in the community

Faculty seeking promotion from Assistant to Associate Professor should present a record of accomplishment that constitutes an identifiable articulation of the School's philosophy and mission upon the operation of the School, University and Bay Area service delivery agencies as these organizations influence peoples' lives. The quality and impact of this work will be evaluated in terms of the candidate's record of service, and the relationship of this record of service to the application of social justice, social advocacy, and multicultural practice upon the operation of the School, University, and Bay Area communities in promoting a just, supportive, and safe society.

Faculty seeking promotion from Associate to Full Professor should present a record of leadership in extending the values and principles of the School of Social Work into the operation of the School of Social Work, the governance and development of the University, and into the expanded presence of community service facilities throughout the Bay Area. The

quality and impact of this work will be evaluated in terms of the external recognition of the candidate's leadership and innovation through election to decision-making positions, adoption of policy proposals and organizational developmental initiatives, and, formal indications of organization and community betterment which have resulted from the candidate's professional organization activities.

## **SUMMARY**

For teaching faculty, the threshold is effectiveness in teaching. For retention, tenure, and promotion, teaching effectiveness must be achieved.

The other two non-teaching areas – professional achievement and growth and contributions to campus and community – are equally important to each other. Achievements in both areas must be meritoriously “comparable to the achievements and services expected of faculty who serve at the rank to which the individual is to be promoted. The intensity of the evaluation process will vary in accordance with the academic position of the faculty member; thus, the promotion to Professor requires more rigorous standards than promotion to Associate Professor.” (S07-241, p. 13).