



School of Social Work

Criteria for Retention, Tenure, and Promotion

Approved by the Provost August 16, 2019 and effective Fall 2019

School of Social Work faculty reviews for Retention, Tenure, and Promotion follow San Francisco State University (SFSU) Academic Senate Policy S19-241. These reviews are evaluations of faculty accomplishments in teaching effectiveness, professional achievement and growth, and contributions to campus and community. Underlying the faculty member's work must be evidence of commitments to the School of Social Work Mission, which "is to educate diverse learners to achieve progressive development and promote social change throughout the Bay Area and beyond. The School cultivates ethical leadership for social justice and promotes professional advocacy, versatility, activism, and cultural humility."

Social Work faculty achievements must reflect the School's mission and reveal results in student success. In addition, faculty's work must reflect the profession's "core professional values," as articulated by the Council on Social Work Education in its Educational Policy and Accreditation Standards, EP 1.0: "Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice."

Social Work faculty members are expected to be collegial, equitable, and fair. Each is to complete their equal share of work for and on behalf of the School, and in the process, respect shared governance and engage with collaborative, cooperative, and participatory actions.

In their electronic working personnel action file (eWPAF), faculty candidates are responsible for identifying, specifying, explaining, and fully documenting their work accomplishments and assessing results in terms of impacts in each of the three criteria areas: teaching effectiveness, professional achievement and growth, and contributions to campus and community. In addition to this detailed eWPAF, faculty candidates must include material evidence that substantiates accomplishments and impacts. All this is to be prepared by the faculty member and presented in their electronic working personnel action file (eWPAF), in accordance with guidelines established by the SFSU Academic Senate Policy, which is available at <https://senate.sfsu.edu/policy/retention-tenure-and-promotion>.

TEACHING EFFECTIVENESS

Teaching effectiveness in the School of Social Work (SSW) is assessed through multiple sources of evaluative data: student anonymous quantitative and qualitative evaluations administered each semester (SETEs); peer observations of classroom teaching; advising/mentoring; course syllabi that reveal rigor and consistency with the School's mission and social work profession's values and standards, documentation showing currency and innovations in the field and articulation of core social work education competencies to student course objectives and learning outcomes; and faculty explanatory assessments and summary statements included in the eWPAF. Probationary and tenured

faculty are responsible for including, in their eWPAF, all the documentation pertaining to their teaching strengths and areas for growth and development.

In summary, as stated in AS Policy S19-241. "A faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogical standards, be effective in instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students." To be recommended for tenure and promotion, candidates must demonstrate they are highly effective educators, as revealed in the following:

Course materials. Course materials are required in the eWPAF and must include the most recent syllabus for each course taught. Faculty members are expected to frequently update their syllabi, student course objectives and learning outcomes, and assignments in keeping with the continuing changes in the field. Syllabi should be clearly written and complete with the course description, student course objectives, learning outcomes, course content areas, classroom formats, teaching philosophies and approaches, required and/or suggested reading lists, assignments, bases for grades, and all other required information specified in university policies. Additional materials may include instructional materials, iLearn sites, class exercises, signature assignments, examinations, rubrics, assessment instruments, and other course-relevant items. The RTP committee will consider these materials as evidence of congruence to the SSW mission and program goals; implementation of the student course objectives and learning outcomes; attention to student success, and organization, delivery, and currency of course materials.

Student evaluations of teaching effectiveness (SETEs). Quantitative student ratings should be depicted by the candidate in a table and should include: 1) Title of the course and course number; 2) Number of enrolled students; 3) Number of student evaluations responses; 4) Mean SETE scores; and 5) MSW or BASW School mean (See table below for a sample). In general, in order to be retained, tenured, or promoted, the candidate must have a pattern of mean quantitative SETE scores that are predominantly better than the School mean. SFSU's quantitative instrument designates 1 as the highest and 5 is the lowest SETE score. The SETE benchmarks to evaluate excellence in teaching are for the overall mean SETE scores to be better than department means and for qualitative comments to reveal evidence of teaching excellence. Lower than average SETE scores need to be explained in the teaching effectiveness narrative, along with plans for enhancing teaching effectiveness.

Many other sources are also used to holistically evaluate teaching effectiveness and SETE results. Examples include: Student narrative comments, course outlines and class agendas, and assignments that reveal subject and delivery competence, creativity, and effectiveness. Additional evidence of teaching effectiveness throughout the course includes diverse pedagogical methods, organization of and supports for courses (e.g., iLearn), peer evaluations of classroom teaching, curricular designs and innovations, advising, mentoring, and more.

The RTP recognizes that courses are very diverse and many variables may affect overall scores, such as the level of the class (graduate/undergraduate), mean grades assigned to students, type of course (core, concentration requirement, elective), subject matter (level of difficulty), new and innovative pedagogical methods, size of class, special circumstances, and student expectations shaped by School's cultural and educational environment. The candidate is expected to provide documentation of any contextual factors and a discussion of how the factors may have impacted the SETE results.

Quantitative Student Evaluations

Course Title and Number	Number of Enrolled Students	Number of Student Responses	Mean Scores of all Student Responses	Mean Scores of all MSW or BASW Social Work Courses in the same semester

The candidate is expected to provide relevant contextual information, including unusual classroom characteristics, type of course taught, class size and atmosphere, disruptive behaviors, grading policy, and the number of times the candidate has taught the class. These characteristics should be taken into account by the RTP committee in their assessment of the teaching evaluation. Overall, candidates are expected to maintain strong ratings across assessment measures (i.e., course materials, student evaluations, peer observations) and/or demonstrate improvements in teaching over time.

Peer/Collegial Class Visits and Review. Probationary faculty seeking tenure and promotion are to have at least one evaluative classroom visitation each academic year. This applies to faculty hired Fall 2019 and later, and is not retroactively applicable to faculty candidates hired before Fall 2019. These evaluative visits may be conducted by full-time faculty members who are of higher rank than the candidate, including faculty from any SFSU department. These visits may be arranged by the RTP Committee or the School Director in consultation with the candidate and will result in a written report using the form developed by the School of Social Work or University for that purpose. Class visits are to note preparation and class organization, classroom decorum and atmosphere, student-faculty interactions, clarity of lecture or presentation, knowledge of subject, and other evidence of teaching skills deemed relevant by the evaluator. Reviewers will analyze pertinent course materials, which may include course syllabus, course supports (e.g. iLearn site), assignments, grading criteria, and other course items.

Curricular Currency and Innovations. Professional currency can be established in a number of ways: by curricular innovations, including new course developments and new curricular directions (leadership in processes leading to changes); and attendance at workshops on teaching and academic technology, professional conferences, summer institutes, and other activities focused on enhancing courses. It can be evaluated, in part, by examining the syllabi for different courses as well as statements of intentionality in the candidate’s narrative.

Mentoring/Advising. Advising is an integral role and responsibility of instructors, and all faculty are expected to demonstrate effectiveness as advisors. Advising is broadly defined to include helping students develop a coherent education plan towards graduation and addressing issues in need of resolution. It includes mentoring students and providing academic assistance leading to their completion of the program. Candidates must actively engage in advising and must maintain regular office hours (at least one hour per each three-hour course). Meeting advising responsibilities and attending new student orientation are expected by the School of Social Work. Candidates should include the breadth and depth of their work as advisors in their narrative.

Additional Sources of Evidence Used to Evaluate Teaching Effectiveness:

These additional materials can be used to evaluate teaching effectiveness: 1) evidence of new course preparation such as teaching a course not previously taught or developing a new course, 2) substantial course revision to reflect current state of knowledge and/or changing program needs, and 3) active participation in the School's curriculum development.

Teaching Effectiveness and Promotion from Associate Professor to Full Professor:

Candidates for promotion to Professor are expected to demonstrate excellence and/or continuing efforts to improve their teaching through the methods outlined above. In addition, candidates must demonstrate leadership and collegiality in developing departmental teaching. For example, candidates may share teaching technologies and practices with faculty, serve as mentor, observe class teaching and provide feedback and suggestions, lead in program and pedagogical development and evaluation; contribute to ongoing curriculum innovations and developments, and implement student success efforts and activities.

PROFESSIONAL ACHIEVEMENT AND GROWTH

SSW faculty must contribute to, and have an impact on, the profession and the diverse communities we serve. The SSW expects candidates for tenure and promotion to publish and present on issues related to their fields and to maintain a robust research agenda. Faculty seeking promotion and tenure are to reflect the values and principles of the School of Social Work and of the social work profession. Faculty candidates must present evidence that their active professional work is relevant to the diverse populations that are addressed by the School of Social Work's values, including "the oppressed, disenfranchised, and otherwise marginalized peoples and communities." The following sections describe the SSW expectations related to peer reviewed publications, conference presentations, and other scholarly activity.

Peer Reviewed Publications:

The SSW requires contributions through traditional refereed journal and scholarly book publications. We emphasize quality of work and we rely on a range of factors to evaluate the quality of published work, including: 1) Journal's or press's reputation for defining or redefining the field(s), the scholarly reputations of the editor, editorial board members, and other authors who have published there, and indicators that the publication has been widely read and recognized (e.g., citations and awards); 2) Degree to which work engages and contributes to the community; and/or 3) Contributions of article to advancing knowledge in the field. In general, peer-reviewed publications are to make an impact on the profession or body of knowledge and/or social service delivery systems, policies, programs, practices, and/or social work education.

The SSW values both single authored and co-authored publications; both types of publication count towards professional achievement and growth. Faculty members are encouraged to collaborate and develop peer research networks. Collaborative research and publication (including initiatives to engage students and promote student success) are valued; in these instances, candidates should elaborate on their role in these publications in the self-statement that accompany their WPAF. Any publications co-authored with colleagues should be fully explained, with details about the faculty member's roles and contributions to all co-authored publications. The WPAF should include letters from co-authors attesting to the candidate's contribution to co-authored work when possible. Co- or multi-authored publications are evaluated relative to the contribution of the faculty member, though the SSW

recognizes that co- or multi-authored publications, especially when someone is the lead author, may require more work than a single-authored publication. When those instances are determined to be present, the reviewing committee may elect to assign numerical value consistent with (but not greater than) a single authored publication.

Conference Presentations:

In addition, dissemination of scholarly efforts is expected because they are critical markers of an engaged social work faculty member. Papers, panels and posters presented at conferences are valued and considered in terms of their contributions and implications. For example, some may lead directly to publications and are therefore crucial to a candidate's professional development. Candidates are encouraged to balance their contributions by including presentations at scholarly and professional conferences during each year under review. Faculty are to address the implications and impact of their presentations.

Professional engagements:

- Conference papers delivered at major national or international conferences.
- Invited presentations at specialized conferences.
- Achieving recognition of professional accomplishment in the form of honors and appointments.
- Other invited presentations in the field.

Additional Inputs from External Sources:

The School of Social Work understands that external reviews can be helpful in evaluating a candidate's WPAF for tenure and promotion. If external reviews are utilized, the guidelines specified by Faculty Affairs and the University must be followed.

Other Scholarly Work:

Other forms of evidence comprising scholarly achievements (e.g., beyond peer-reviewed publications):

1. Grant writing
2. Contract proposals
3. Peer-reviewed book reviews and editorials
4. Non-funded research projects that may be a part of and contribution to the faculty person's ongoing research
5. Non-peer reviewed publications and/or productions in professional sources, including articles, books, research reports, monographs, brochures, handbooks, pamphlets, newsletters, booklets, and manuals
6. Agency/organization-based publications
7. Creative and innovative works, such as video or radio productions.
8. Community-based or agency-based documents, publications, or expert testimonies
9. Expert testimonies related to policy developments or professional developments

Promotion from Assistant to Associate Professor and Tenure:

The general expectation to achieve promotion to Associate Professor and tenure is:

1. The peer-reviewed publication of an original book-length manuscript in a scholarly or university press; or,
2. Three single or lead-authored peer reviewed articles in journals or peer-reviewed book chapters in a candidate's substantive field (traditional or electronic in nature) that illustrate the professional growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda; and
3. Three peer reviewed conference presentations (including paper presentations, panels, workshops and posters).
4. A comparable combination of peer-reviewed articles and alternative methods of scholarship is acceptable. Comparable activities are acceptable if the candidate is able to document that these activities carry the same professional weight as traditional peer-reviewed publications (see above "Other Scholarly Work").

Documentation of alternative methods of scholarship other than traditional peer reviewed journal articles or university/scholarly press published books are expected to show how the scholarship: (1) contributes to moving the profession forward with vision and action; (2) reflects and communicates scholarship that inspires and moves peers and (3) reveals that the work is recognized and reviewed by peers in the field. Alternative methods of scholarship may undergo alternative methods of review at the time of publication (e.g., non-blind peer/editor review, applied professional review, or community review).

In addition, candidates should include a statement in the WPAF narrative addressing how these alternative activities connect to their more traditional scholarly activities. If a candidate is considering an alternative, comparable demonstration of professional achievement, s/he should consult early in the process with the Director of the School of Social Work and the Chair of the SSW RTP Committee.

Promotion from Associate to Full Professor:

The general expectation in the SSW to achieve promotion to Full Professor is:

1. The peer-reviewed publication of an original book-length manuscript in a scholarly or university press; or,
2. Three single or lead-authored peer reviewed articles in respected journals or peer-reviewed book chapters of a candidate's substantive field (traditional or electronic in nature) that illustrate the professional growth of the faculty candidate in making a substantial contribution to the discipline and the development of a full research agenda; conveys the values and foundations of their scholarship and evaluates depth of impact on their professional growth and development and that of the profession, and
3. Four peer reviewed conference presentations (including paper presentations, panels, workshops and/or posters).
4. A comparable combination of peer-reviewed articles and alternative methods of scholarship is acceptable. Comparable activities are acceptable if the candidate is able to document that these activities carry the same professional weight as traditional peer-reviewed publications (see above "Other Scholarly Work").

Documentation of alternative methods of scholarship other than traditional peer reviewed journal articles or university/scholarly press published books are expected to show how the scholarship: (1) contributes to moving the profession forward with vision and action; (2) reflects

and communicates scholarship that inspires and moves peers and (3) reveals that the work is recognized and reviewed by peers in the field. Alternative methods of scholarship may undergo alternative methods of review at the time of publication (e.g., non-blind peer/editor review, applied professional review, or community review).

In addition, candidates should include a statement in the eWPAF narrative addressing how these alternative activities connect to their more traditional scholarly activities. If a candidate is considering an alternative, comparable demonstration of professional achievement, s/he should consult early in the process with the Director of the School of Social Work and the Chair of the SSW RTP Committee.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

At the core of social work are civic engagement, connection to the community, and activism to promote social justice. Faculty should demonstrate active participation in efforts leading to a better environment, consistent with the School's mission, both in the workplace (on campus) and in the community. They are expected to be collegial and reliable, and to practice in compliance with the National Association of Social Workers' Code of Ethics.

The School of Social Work does not set requirements as to the type or number of activities but these activities must reflect a pattern of meaningful contributions demonstrating the candidate's aspirations and professional identity consistent with social work values and professional commitments. Evidence may be reflected in letters from professional colleagues and program participants, certificates of participation and awards for exemplary service, program bulletins or schedules for presentations that record the faculty member's participation, and other documents that specify the nature, quality, scope of responsibility, and outcomes of the faculty member's efforts.

Tenure-track faculty members are expected to demonstrate developmental trajectory of services to campus and community. For example, they may begin with only department service in their first year (e.g., serving on one committee in SSW) and, as they progress, gradually expand services to include external communities, college and university, taking on more leadership roles in all areas of service on a regular basis by the time they go up for promotion to full professor.

Contributions to the School, College, and University include (but are not limited to):

- Leadership and service (volunteer and elected) on School, College, and University committees and task forces
- Leadership in the development of programs, policies, and procedures and the organization of special projects and initiatives at the levels of School, College, and University
- Representation and service as a liaison to campus organizations (e.g. faculty associations and unions) and consultation with faculty in other departments
- Fundraising, promotion, and public relations efforts on behalf of the School, College, and University
- Participation in collective work that contributes to the overall operations and effective functioning of the School of Social Work (e.g. accreditation assessments and documents, administrative duties and assignments, committees and ad-hoc organizing activities, events planning and implementation)
- Service as a mentor to new faculty
- Efforts to strengthen collegiality, shared governance, collaboration, cooperation, and participation
- Facilitation and sponsorship of student organizations

- Engagements in efforts to enhance and achieve greater student success

Professional and editorial contributions include (but are not limited to):

- Service as an editor of a professional journal or publication
- Service on editorial boards or committees of academic journals or presses
- Evaluation of manuscripts (peer reviews) for professional journals or presses
- Service as a program chair or coordinator for a convention or a program selection committee
- Review of conference papers, proposals, or abstracts for a professional conference
- Service on an accreditation team (e.g., site team member or document writer)
- Leadership, program development, or participation in an academic society or association (e.g., holding office or service in other committee activities)

Contributions to the community:

Regarding 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 the empowerment of “oppressed, disenfranchised, and otherwise marginalized peoples and communities,” are important areas for faculty involvement. Evidence should be documented by letters of reference from those working directly with the faculty member, and the quality and impact of the service activities should be fully documented.

Community contributions include (but are not limited to):

- Leadership activities such as appointment or election to and active involvement on community governing and advisory boards, boards of directors, task forces, or community-based committees
- Professional service and consultation rendered to community or advocacy organizations, NGOs, and public or private sector agencies
- Activism through lobbying or organizing on behalf of community movements or change efforts and political or social causes
- Service in public office
- Leadership in collective bargaining organizations or labor councils
- Review of grant proposals and service on grant review panels
- Provision of education through presentations, workshops, or seminars for community-based organizations
- Development of community-based programs and activities, consultation, and the provision of technical assistance
- Program evaluation of community-based organizations
- Contributions to the media

Promotion from Assistant to Associate Professor:

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 in relation to the operations of the School, College, University, and local and international groups and organizations. The quality and impact of this work will be evaluated in terms of the candidate’s record of service, including the quality and impact of that service on social justice, advocacy, and multicultural practice so as to promote a just, supportive, and safe society.

Promotion from Associate to Full Professor:

Faculty seeking promotion from Associate to Full Professor should present a record of leadership in extending social work values and principles into the operations of the School of Social Work, the governance and development of the College and University, and into the expanded presence of community service locally and internationally.

The School expects an increased level of leadership from a candidate for promotion from Associate Professor to Professor. 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 additional formal indicators of outcomes which have resulted from the candidate's professional activities.

COLLEGIALITY

The centrality and significance of **collegiality** are specified in the social work profession's ethical standards. All social work faculty are bound by ethical values, principles and foundations specified by the National Association of Social Workers' (NASW) Code of Ethics (CE). This CE (2017) identifies "social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence."

Especially relevant to collegiality, one ethical principle says that "*Social workers recognize the central importance of human relationships. . . Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.*"

Under ethical foundation #2, "Social Workers' Ethical Responsibilities to Colleagues," there are ten specific foundation areas that specify and explain collegiality, each of which apply to all SFSU social work faculty members. The ten "ethical responsibilities to colleagues" specified in the NASW Code of Ethics (2017) include: 2.01 Respect, 2.02 Confidentiality; 2.03 Interdisciplinary Collaboration, 2.04 Disputes Involving Colleagues, 2.05 Consultation, 2.06 Sexual Relationships, 2.07 Sexual Harassment, 2.08 Impairment of Colleagues, 2.09 Incompetence of Colleagues, and 2.10 Unethical Conduct of Colleagues. For details about each foundation item, please consult the NASW Code of Ethics. (2017): <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

For all reviews, faculty are to address "collegiality" relevant to each section of review (teaching effectiveness, professional achievement and growth, and contributions to campus and community). Faculty collegiality will be evaluated via evidence presented in the WPAF pertaining to the following:

- Ethical values, principles, and foundations specified by the NASW Code of Ethics (2017)
- Fair share of the School of Social Work's work and responsibilities, including follow-ups to and completion of work commitments and duties
- Substantive and constructive participation in decision making processes, provisions of inputs, and development of ideas and initiatives

- Contributions to shared governance, collaborative communications, and consultative decision making
- Professional courtesies, communications and timely responses, and constructive and civil behaviors
- Respect for and promotion of human diversity
- Commitments to equity, fairness, and justice -- applied in the School of Social Work, College of Health and Social Sciences, and SFSU
- Consistent and valuable contributions to School meetings and sub-committee meetings
- Consultation on all matters of policies and procedures for the School and within each specialization
- Active contribution in the identification of and attempts to resolve problems affecting the School of Social Work

In order to address these issues, the RTP Committee will evaluate the following materials submitted by the candidate:

- Letters from faculty that specifically address the candidate's work and interactions in the School of Social Work
- Observations and personal interactions of the members of the RTP Committee with the candidate (placed in the WPAF prior to the closing date)
- Materials or documents included in the candidate's WPAF, including their own analytical and evaluative statements

SUMMARY AND SFSU SENATE POLICY APPLICATIONS

The School of Social Work's three criteria for retention, tenure, and promotion, follow the Academic Senate Retention, Tenure, and Promotion Policy S19-241, where teaching effectiveness, professional achievement and growth, and contributions to campus and community are evaluated. Faculty are to specifically articulate and substantiate how their contributions in all three areas implement the School's mission and uphold the social work profession's core professional values.

The School of Social Work RTP criteria are further guided by AS S19-241, Section 1.8, which says, "For teaching faculty, excellence in teaching is required . . . To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University." In addition, Section 1.8 says, "Achievements in current rank should demonstrate promise of meritorious activities 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, promotion to Professor requires more rigorous standards than promotion to Associate Professor, as determined by the department RTP criteria."