

**Department of Social Work  
Humboldt State University**

**Standards and Criteria for Retention, Tenure, and Promotion (RTP)  
Revised May 31, 2009 – Approved September 9, 2009**

**Performance Reviews of Full-Time Tenure-track Faculty**

Candidates shall be evaluated for RTP in the areas of teaching effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching effectiveness. A record of teaching excellence, combined with an “Acceptable” level of performance in the two non-teaching areas, as defined in the following department standards and criteria, shall be taken as a strong justification for RTP. The standards described below are designed to evaluate faculty performance for which faculty were hired and/or to which they are assigned (Appendix J, Section IX.A.1.).

**Teaching Effectiveness**

Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge.

Social work faculty are expected to make ongoing contributions to the creation and support of innovative, high-quality, student-centered learning environments in the classroom and instruction in field education. Teaching excellence shall be determined by assessment of the following activities:

1. *Faculty peer evaluation* which may include:
  - a) direct observations of teaching which result in a written report
  - b) review of syllabi
  - c) assessment of student learning outcomes
  - d) review of assignments and exams
  - e) summary analysis of student evaluations
  
2. *Student evaluations* of the instructor’s performance will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality. These must include:
  - a) quantitative scores on course evaluations approved by the department (in general, an overall/grand mean score of 4 or above on a scale of 1=poor to 5=excellent is expected for each course)
  - b) attention to qualitative or open-ended student comments (these may include written comments on the course evaluation forms, student letters, and/or student testimony)

3. Constructive and professional relationships with students as demonstrated through the activities listed below and assessed through student comments on course evaluations, student letters, student testimony, and/or collegial letters:
  - a) sound academic advising
  - b) guidance/advising on course-related matters
  - c) ability to work with a diverse student population
  - d) availability on a regular basis to assist with academic needs of students
  
4. Other contributions to teaching and curriculum development such as:
  - a) curriculum and program development including such innovations as the use of instructional technology, distance learning, new course proposals, course revisions and community-based learning projects
  - b) mentoring for students' professional growth and development
  - c) ongoing social work practice, consulting, volunteer work or research related to courses taught to ensure currency
  - d) contributions to students' learning experiences such as honors activities, independent study supervision, membership on advanced degree committees, development of and/or teaching professional continuing education courses

### **Scholarly/Creative Activities**

The full-time, tenure-track faculty of the Department of Social Work are expected to engage in an ongoing program of scholarly/creative activities guided by the department standards and criteria. The department defines scholarship and creative activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (<http://www.humboldt.edu/~acasen/UFPC/ufpcindex.htm>) using the five interrelated dimensions of scholarship proposed by Ernest Boyer (1990) in *Scholarship Reconsidered: Discovery, Integration, Application, Teaching, and Engagement*. In all dimensions, the department faculty consider scholarly/creative activity to be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (see Appendix J, Figure 2) that are rigorous and peer-reviewed or otherwise professionally recognized. Such activity includes but is not limited to the following:

1. The **scholarship of discovery** refers to the pursuit of inquiry and investigation in search of new knowledge. It is documented through critically evaluated and professionally recognized activities such as:
  - published, peer-reviewed journal articles
  - published monographs
  - published books
  - published book chapters
  - published conference proceedings
  - research report (original research)
  - professional presentations
  - professional poster presentations
  - awarded grants and evidence of subsequent work

- submitted grants
- unpublished manuscripts
- peer reviewed and juried poems/stories relevant to social work
- public performances relevant to social work
- media (including video and audio)
- documentaries relevant to social work

2. The **scholarship of integration** consists of making connections across disciplines and/or advancing knowledge through synthesis as demonstrated by activities such as:

- activities listed under #1
- textbooks (authored/published)
- textbook chapters (published)
- publication of edited books
- publication of critical reviews
- development/dissemination of educational media
- publications for non-specialists
- design and implementation of innovative colloquia and forums
- creation of core curricula
- creation/dissemination of computer software
- scholarship-based website development

3. The **scholarship of application** asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge. It is documented by using knowledge to address demanding, substantive human and social issues/problems and demonstrated through activities such as:

- applied research and evaluation
- program evaluation
- products of community-engaged scholarship not otherwise accounted for above
- peer review of articles for publication or book manuscripts for publishers
- consultation with and/or providing technical assistance to communities or organizations
- development and application of practices, procedures, and products based upon a review of the literature or original research
- promotion of experiential learning and professional development
- preparation and writing of the peer-reviewed Self-Study and Benchmark reports for Council on Social Work Education
- development and/or implementation of programs such as Field Education which requires annual review and publication of a Field Handbook, a data base and other reports. Other examples of programs might be a minor or emphasis within the major, honors, special certificates, etc.

4. The **scholarship of teaching** includes not only transmitting knowledge, but also transforming and extending it through such activities as:

- design and implementation of new courses
- textbooks (authored/published)
- textbook chapters (published)
- research on teaching and learning
- creation, implementation and dissemination of innovative course software
- creation, implementation and dissemination of innovative technology-mediated instruction

- creation of core curricula
- development and/or implementation of innovative pedagogy
- promotion of experiential learning and professional development

5. The **scholarship of community engagement** connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. It can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service learning can integrate the scholarship of teaching, application, and engagement, and community-based participatory research can integrate the scholarship of discovery, integration, application and engagement.

**There is no expectation that faculty will have contributions in each of the five dimensions of scholarship.** Social work faculty members should engage in scholarly/creative activities appropriate to their discipline and described in their individualized Professional Development Plans and/or Personnel Data Sheets. For the RTP review process, a list of activities that have been evaluated by the faculty member's colleagues is preferable to a list alone. Scholarly and creative activities in progress shall weigh less heavily than work completed.

In summary, the above categories include many of the same activities. In order to simplify the work of the various HSU personnel committees, the following is an alphabetical list of the activities presented above. Please recall that the department's definition of scholarship/creative activity is not limited to the following activities.

- activities listed under #1
- applied research and evaluation
- awarded grants and evidence of subsequent work
- consultation with and/or providing technical assistance to communities or organizations
- creation of core curricula
- creation of core curricula
- creation, implementation and dissemination of innovative course software
- creation, implementation and dissemination of innovative technology-mediated instruction
- creation/dissemination of computer software
- design and implementation of innovative colloquia and forums
- design and implementation of new courses
- development and application of practices, procedures, and products based upon a review of the literature or original research
- development and/or implementation of innovative pedagogy
- development and/or implementation of programs such as Field Education which requires annual review and publication of a Field Handbook, a data base and other reports. Other examples of programs might be a minor or emphasis within the major, honors, special certificates, etc.
- development/dissemination of educational media
- documentaries relevant to social work
- media (including video and audio)
- peer review of articles for publication or book manuscripts for publishers
- peer reviewed and juried poems/stories relevant to social work

- preparation and writing of the peer-reviewed Self-Study and Benchmark reports for Council on Social Work Education
- products of community-engaged scholarship not otherwise accounted for above
- professional poster presentations
- professional presentations
- program evaluation
- promotion of experiential learning and professional development
- promotion of experiential learning and professional development
- public performances relevant to social work
- publication of critical reviews
- publication of edited books
- publications for non-specialists
- published book chapters
- published books
- published conference proceedings
- published monographs
- published, peer-reviewed journal articles
- research on teaching and learning
- research report (original research)
- scholarship-based website development
- submitted grants
- textbook chapters (published)
- textbook chapters (published)
- textbooks (authored/published)
- textbooks (authored/published)
- unpublished manuscripts

### **Criteria and Standards for Evaluating Performance in Scholarly/Creative Activities**

The following guidelines will be used to document the quality and significance of faculty achievements in the area of scholarship/creative activities *per year*.

**Excellent:** *Substantial and sustained* production of scholarship/creative activities as evidenced by 3 documented activities, 1 of which must be peer reviewed and published, in any of the five areas of scholarship outlined above.

**Good:** *Demonstrated efforts* toward and production of scholarship/creative activities as evidenced by 2 documented activities in any of the five areas of scholarship outlined above.

**Minimal Essential:** *Reasonable efforts* toward and potential production of scholarship/creative activities as evidenced by 1 documented activity in any of the five areas of scholarship outlined above.

### **Service**

The Department of Social Work expects that full-time, tenure-track faculty shall offer reasonable contributions to the university, the profession and/or the community. These contributions shall be defined and evaluated by the standards and criteria outlined below.

In the arenas of campus committees and professional organizations, documented evidence of participation and leadership roles are considered more significant than mere membership.

1. Service to the Department, the College and the University may include but is not limited to the following:

- a) administrative position(s) within the Department of Social Work, College of Professional Studies, or the University
- b) membership and/or leadership on department committees
- c) membership and/or leadership on college committees
- d) membership and/or leadership on university committees
- e) substantial effort in maintaining CSWE accreditation standards
- f) program development and evaluation to maintain accreditation of BA and MSW programs
- g) periodic documentation of compliance with accreditation standards such as progress reports
- h) community or regional involvement that reflects positively on the department, college, and/or university adviser for student organizations
- i) work with students, staff, and faculty to gain recognition for their exceptional work, achievements, honors, and contributions
- j) development, fund-raising and student recruitment activities
- k) mentoring colleagues
- l) working collaboratively and productively with colleagues
- m) participation in traditional academic functions such as convocation and commencement
- n) participation in projects such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.

2. Service to the Profession may include but is not limited to the following:

- a) recognition by agencies, organizations, and/or groups in the community, region, nation, or international community for work in or contributions to the field of social work and the community
- b) providing social work expertise to organizations, agencies, clients and/or groups in the community, region, nation, and/or the international community
- c) publishing essays or articles in newspapers or magazines on relevant topics
- d) participating in workshops, state or national conferences or conventions
- e) appointment to a board or committee of a professional organization
- f) holding state, national or international office in relevant professional organizations
- g) membership in professional organizations
- h) serving as a member of the Board of Behavioral Science Examiners for social work licensing
- i) providing clinical supervision for professional licensure
- j) serving as a site visitor or other significant leadership position in CSWE
- k) serving as an editor of a professional journal
- l) editing a book

- m) major organizational responsibilities for a state, national or international conference, workshop or training
3. Service to the Community may include but is not limited to the following:
- a) development and/or implementation of innovative community programs
  - b) membership on boards of social service agencies and organizations
  - c) speaking at community meetings/organizations
  - d) guest/public lectures in the community
  - e) training for community, public, or private organizations or agencies that meets community needs
  - f) development and fund-raising efforts with agencies/organizations
  - g) community organizing/development and education on social issues
  - h) providing professional support, supervision and/or consultation to agencies

### **Criteria and Standards for Evaluating Performance in Service**

The following guidelines will be used to document the quality and significance of faculty achievements in the area of service *per year*.

**Excellent:** *Substantial and sustained involvement* in the department, college, university, profession, and community. Meets “good” expectations plus 3 more activities from any of the above three areas with leadership responsibility in at least one.

**Good:** *Demonstrated efforts* in service activities in the department, college, university, profession and community. Meets “minimal essential” expectations plus three additional activities in any of the above areas.

**Minimal Essential:** *Demonstrated involvement* in service as evidenced by one activity in each of the above areas.

*Note: The total number of activities may vary if the work in one service area is of such a magnitude and impact to warrant this.*