

**Department of Social Work  
Humboldt State University**

**Standards and Criteria for Retention, Tenure, and Promotion (RTP)  
Revised: September, 2015**

**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 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 (normally, a score of 4 or above on a scale of 1 = poor to 5 = excellent is expected for each question and each course. For any score below 3.5, it is incumbent on the faculty member and the IUPC to provide context)

- 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 which are not considered “scholarship of teaching” such as:
- a) mentoring for students’ professional growth and development
  - b) ongoing social work practice, consulting, volunteer work or research related to courses taught to ensure currency
  - c) 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 HSU Faculty Handbook 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 in the discipline outside of the HSU Department of Social Work. Examples of the latter include, but are not limited to, invited submissions, recognition of independent work at national events, widely adopted professional contributions, and activities that are regarded as influential in the profession as documented by professional letters.

In keeping with the Boyer Model of five interrelated dimensions of scholarship, the Department of Social Work recognizes the following activities as demonstrations of scholarship/creative activity *when relevant to/within the discipline*. Though this list is comprehensive, it is not exhaustive:

- 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, 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
- 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)
- textbooks (authored/published)
- unpublished manuscripts

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. Please recall that the department's definition of scholarship/creative activity is not limited to the above activities.

### **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. Faculty are not expected to have contributions in each of the five dimensions of scholarship and they may include more than one product associated with an activity listed above.

Excellent: *Substantial and sustained* production of scholarship/creative activities as evidenced by an average of 3 documented activities per year, 1 of which must be peer reviewed and accepted for publication, in any of the five areas of scholarship.

Good: *Demonstrated efforts* toward and production of scholarship/creative activities as evidenced by an average of 2 documented activities per year in any of the five areas of scholarship, 1 of which must be peer reviewed or otherwise professionally recognized.

Minimal Essential: *Reasonable efforts* toward and potential production of scholarship/creative activities as evidenced by an average of 1 professionally recognized activity per year in any of the five areas of scholarship.

### **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. In all activities, participation refers to actions taken in support of the respective activity, not mere attendance.

1. Service to the Department, the College and the University may include but is not limited to the following:
  - a) program coordination/leadership 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) peer recognized 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 and with at least two total activities requiring regular and sustained involvement (i.e, not one-time in nature).

**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, with at least one activity requiring regular and sustained involvement (i.e, it is not one-time in nature)

**Minimal Essential:** *Demonstrated involvement* in service as evidenced by one activity in each of the above areas. This must include service to the department.

*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.*

### **Promotion**

The rank of professor is reserved for those associate professors who have earned the highest order of respect and recognition from their colleagues in the university. Professors must be capable of presenting undergraduate courses in their disciplines, and where applicable, graduate level courses, and of directing research or stimulating creative activity with the highest degree of competence. Professors must have a strong record of participation and achievement in the combined non-teaching activities (scholarly/creative activities and service), and show promise of continuing growth in these activities. Professors do superior work in their disciplines and possess the appropriate degree or have established equivalence to it or demonstrate rare and exceptional compensating strengths. Promotion to professor requires scholarship/creative activities and/or service activities that have

national or international influence and recognition.

The rank of associate professor is reserved for those assistant professors who have clearly demonstrated that they are well along the way towards achieving those qualities essential for senior rank. Associate professors must be capable of presenting undergraduate courses in their disciplines with a high degree of competence, and where applicable, graduate level courses. They must have a reasonable record of participation and achievement in the combined non-teaching activities (scholarly/creative activities and service), and show promise of continuing growth in these activities. Associate professors perform at a high level in their disciplines and possess the appropriate terminal degree or have established equivalence to it or demonstrate rare and significant compensating strengths. Tenure and promotion to associate professor requires scholarship/creative activities and/or service activities that have regional, national, or international influence and recognition.

An assistant professor demonstrates the potential to develop into an excellent teacher, and demonstrates the potential to make substantial achievements in the combined non-teaching activities (scholarly/creative activities and service).

Approved by Social Work Tenure-Track Faculty:

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