

**Department of Social Work Humboldt State University Standards and Criteria for
Retention, Tenure, and Promotion (RTP)**

Revised: September 10, 2021

Performance Reviews of 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.).

All faculty are expected to create inclusive learning environments and ensure that students are provided with equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms, including, but not limited to those listed below, and should be identified in the appropriate section of the WPAF.

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 and the transformation particularly in relation to a diverse student population.

It is expected that social work faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds, experiences, and cultures are treated equitably, and all students have equal opportunity to succeed.

While components of the explicit curriculum may be provided or existing due to program emphasis, demonstration of inclusive and equitable learning environments include, for example, contributions to the following:

- Exposing students to a diverse ensemble of scholars
- Integrating diverse examples/voices into curriculum
- Developing/implementing inclusive pedagogies

- Providing space for students to share their identities and common experiences
- Building inclusive community/cohorts
- Incorporating Indigenous peoples and knowledge into curriculum where appropriate
- Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
- Providing a variety of ways in which students can demonstrate mastery of course material

Essential Evidence of Excellence in Inclusive Teaching Includes:

1. Teaching Effectiveness: Instructor allows students time to process and answer questions, listens to student comments and questions using supporting/reflective listening skills, and elicits responses requiring reasoning.
2. Reflective Practice and Continual Refinement: Instructor is reflective of their own characteristics, positionality, and power and the effects of these factors on student learning.
3. Multilogical Thinking: Instructor endeavors to provide more than one perspective, identifies strengths and limitations of perspectives presented, and to engage students in reflective critiques of disciplinary perspectives.
4. Equity: Instructor designs the course to elicit [funds of knowledge](#) or [prior knowledge](#) from students in relation to the subject, provides support in response to student performance, takes steps to remedy the situation when students express confusion, and facilitates intercultural communication.
5. Inclusive Learning Environment: Instructor ensures that all students feel safe and welcomed and have an equal opportunity to learn; students report that the classroom environment was respectful of diversity; instructor responds constructively to changes in student attentiveness; students report that they feel welcomed in class and office hours.

It is expected that teaching excellence will increase in scope, significance and leadership with increasing rank. In all instances, the quality of work performed is more important than the quantity of work identified. 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/or field internship.

Examples of increased scope, significance, and leadership may include:

- Creation of core curricula based on own published work/grants
- Creation, implementation and dissemination of innovative course software
- Creation, implementation and dissemination of innovative technology- mediated instruction

Teaching excellence and evidence of inclusive teaching shall be determined by evaluative assessment of the following activities:

1. Teaching effectiveness is assessed primarily through faculty peer evaluation which may include:
 - a) Direct observations of teaching which result in an evaluative written report
 - b) Review of syllabi
 - c) Assessment of student learning outcomes
 - d) Review of assignments and exams

2. Student evaluations of the instructor's performance are a second element in assessing the quality of instruction. These must include:
 - a) Quantitative scores on course evaluations approved by the department. Normally, a score of 4.0 or above on a scale of 1.0 = poor to 5.0 = 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 in the PDS.
 - 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) Effective advising (i.e. academic, career, other etc.)
 - b) Guidance and support on course-related matters
 - c) Demonstrated commitment to work with a diverse student population
 - d) Availability on a regular basis to meet with students to assist with academic needs.

4. Engagement in professional development such as, but not limited to, reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars relevant to teaching subject area; and/or conducting research related to teaching; or other activities related to teaching, but not published or disseminated as scholarly work, as described in the PDS.

Scholarly/Creative Activities

The 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 with an emphasis on breadth and quality. The department recognizes 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 evaluate scholarly/creative activities in relation to 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. 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*.

Category 1

- Awarded external grants
- Authored a book
- Published a book chapter
- Published a journal article (peer reviewed)

Category 2

- Internal grants (funded)
- External grants (unfunded)
- Creation/dissemination of computer software, or application
- Dissemination of research (peer-reviewed)
- Poster Presentation
- Oral Presentation (i.e. panel, paper)
- Peer reviewed and juried poems/stories relevant to social work
- Book review (peer-reviewed)
- Edited a book
- Publications for non-specialists
- Written report from applied research and evaluation (i.e. program evaluation, research on teaching and learning)
- Applied for internal grants (unfunded)
- Dissemination of research or publication (not peer-reviewed)

- Performance
- Development of a website based on own scholarship
- Podcast episode production
- Blog entry
- Open source scholarly/creative activity, not peer-reviewed
- Social work related article/op ed in a newspaper or magazine
- Social media representation/presence of own research
- Infographic of own research or review of findings/literature
- Book review (invited/not peer-reviewed)

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.

Criteria for Promotion to Associate Professor

Excellent	<p><i>Substantial and sustained</i> production of scholarship/creative activities as evidenced by three documented activities in any of the Categories, <i>on average, per year</i>, at least one of which, <i>on average, per year</i> is in Category 1, including at least one Category 1 peer-reviewed publication <i>overall</i>.</p> <p>This equates to five Category 1 activities, one of which needs to be a peer-reviewed publication, and fifteen total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>
Good	<p><i>Demonstrated efforts</i> toward and production of scholarship/creative activities as evidenced by two documented activities in any of the Categories, <i>on average, per year</i>, at least two of which, <i>over the total review period</i>, are in Category 1, including at least one Category 1 peer-reviewed publication <i>overall</i>.</p> <p>This equates to two Category 1 activities, one of which needs to be a peer-reviewed publication, and ten total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>
Minimal Essential	<p><i>Reasonable efforts</i> toward and potential production of scholarship/creative activities as evidenced by one documented activity in any of the</p>

	<p>Categories, <i>on average, per year</i>, at least one of which, <i>over the total review period</i>, is a Category 1 peer-reviewed publication.</p> <p>This equates to one Category 1 peer-reviewed publication and five total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>
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Criteria for Promotion to Professor

Excellent	<p><i>Substantial and sustained</i> production of scholarship/creative activities as evidenced by three documented activities in any of the Categories, <i>on average, per year</i>, at least one of which, <i>on average, per year</i> is in Category 1, including at least one Category 1 peer-reviewed publication <i>overall</i>. At least three activities, overall, must have national or international scope.</p> <p>This equates to five Category 1 activities, one of which needs to be a peer-reviewed publication, and fifteen total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>
Good	<p><i>Demonstrated efforts</i> toward and production of scholarship/creative activities as evidenced by two documented activities in any of the Categories, <i>on average, per year</i>, at least two of which, <i>over the total review period</i>, are in Category 1, including at least one Category 1 peer-reviewed publication <i>overall</i>. At least two activities, overall, must have national or international scope.</p> <p>This equates to two Category 1 activities, one of which needs to be a peer-reviewed publication, and ten total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>
Minimal Essential	<p><i>Reasonable efforts</i> toward and potential production of scholarship/creative activities as evidenced by one documented activity in any of the Categories, <i>on average, per year</i>, at least one of which, <i>over the total review period</i>, is a Category 1 peer-reviewed publication. At least one activity, overall, must have national or international scope.</p> <p>This equates to one Category 1 peer-reviewed publication and five total activities in any of the Categories at the time of evaluation for promotion and tenure.</p>

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.

Tenure track faculty are expected to carry out normal professional duties, such as regularly attending convocation, commencement, and department meetings, department committees, writing peer evaluations for colleagues and letters of reference for students, and working collaboratively with colleagues. These activities are not classified as “service activities” but as part of faculty’s collateral responsibilities. Candidates who consistently fail to carry out these duties shall not receive a positive recommendation for tenure/promotion.

In a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental, college, or university committees, the candidate can make the case in the WPAF for exceptional consideration of weighting of activities in Categories 1 and 2. We recognize the cultural taxation of Indigenous faculty members and other faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate’s service, and to recognize extraordinary service, where cultural taxation is a factor.

Category 1

- Program Director/Chair position(s) within the Department of Social Work
- Chair of a Department, College of Professional Studies, University, Professional, or community committees/boards
- Preparation and writing of peer-reviewed Self-Studies for Council on Social Work Education accreditation
- Design and implementation of innovative colloquia and forums or community programs
- Serving as a site visitor or other significant leadership position in CSWE
- Serving as an editor of a professional journal
- Leadership role in community organizing/development and education on social issues

Category 2

- Membership on College of Professional Studies, University, Professional, or community committees/boards
- Periodic documentation of compliance with accreditation standards such as progress reports
- Club advisor
- Recognition/awards 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

- Providing social work expertise to organizations, agencies, clients and/or groups in the community, region, nation, and/or the international community
- Publishing essays or articles in newspapers or magazines on topics relevant to social work
- Appointment to a board or committee of a professional organization
- Providing clinical supervision for professional licensure
- Reviewer of journal articles, conference abstracts, book chapters and other related professional services
- Speaking at community meetings/organizations, guest/public lectures in the community
- Providing training for community, public, or private organizations or agencies that meets community needs
- Participating in community organizing/development and education on social issues
- Other activities that the individual can demonstrate provide a service to students, the Department, the College, the University or community

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 total. Sustained activities may be counted once (1x) per year. All candidates must demonstrate service to the Department.

Criteria for Promotion to Associate Professor

Excellent	Fifteen (15) contributions. Two (2) must be from Category 1 Activities during the five year review period.
Good	Ten (10) contributions, at least two (2) of which must be from Category 1 Activities during the five year review period.
Minimal Essential	Five (5) contributions during the five year review period.

Criteria for Promotion to Professor

Excellent	Twenty (20) contributions, at least three (3) of which must be from Category 1 Activities during the five year review period.
Good	Fifteen (15) contributions, at least two (2) of which must be from Category 1 Activities during the five year review period.
Minimal Essential	Six (6) contributions, at least one (1) of which must be from Category 1 Activities during the five year review period.

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.

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.

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).

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