

## **College of Social Work**

### **Evaluation Criteria Document**

(Approved by CSW Faculty April 25, 2008)

(Revision History: 2/15/13, 4/19/13, 4/22/16, 10/26/18, 11/22/19, 4/24/20)

## Article I. ANNUAL FACULTY PERFORMANCE EVALUATIONS

### Section 1.01 General Criteria for Overall Performance Evaluations

- (a) The performance of all faculty members, with the exception of those on personal leave of absence and/or those not being reappointed who have either received or are not entitled to receive a notice of non-reappointment, is evaluated annually by the Dean, and separately through peer review during the Spring Semester. Faculty members receive notification that the annual evaluation will be conducted during the Spring Semester and are requested to provide evidence of their performance in the form of a memo or report to support assigned duties for the preceding calendar year. The faculty member's Summary of Accomplishments Reports from FEAS and Assignment of Responsibilities, provide the basis for the performance rating on the Peer Review Checklist form, and might include optional narrative commentary provided by the Faculty member supporting data and/or interpretive comments as appropriate.
  
- (b) Faculty Performance Evaluations are based upon assigned duties and responsibilities, taking into consideration the nature of the assignments and quality of performance. When reviewing a faculty member's performance, the following elements are considered if applicable to the assigned duties and responsibilities:
  - (i) *Ability to teach in an effective manner through oral and written instruction;*
  - (ii) *Contributions to research and other creative activity including effectiveness at securing external funding and timely completion of contractual obligations;*
  - (iii) *Contributions in the area of service to CSW and the University; and*
  - (iv) *Other University duties, contributions, and/or effectiveness as appropriate to the assignment.*

- (c) Evaluations will be conducted according to the following criteria, consistent with faculty classification and assigned duties:
- (i) *Meets FSU's High Expectations – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty and completes assigned responsibilities in a manner that is both timely and consistent with the high expectations of the university.*
  - (ii) *Exceeds FSU's High Expectations – This describes an individual who exceeds expectations during the evaluation period by virtue of demonstrating noted achievements in teaching, research, and service, which may include several of the following: high level of research/creative activity, professional recognitions, willingness to accept additional responsibilities, high level of commitment to serving students and the overall mission of the Department, involvement/leadership in professional associations, initiative in solving problems or developing new ideas.*
  - (iii) *Significantly Exceeds High Expectations – This describes a faculty member who far exceeds performance expectations during the evaluation period and achieves an extraordinary accomplishment or recognition in teaching, research, and service, which may include several of the following: highly significant research or creative activities; demonstrated recognition of the individual by peers as an authority in his/her field; securing significant external funding; attaining significant national or international achievements, awards, and recognition.*
- (d) If an individual's overall performance rating falls below "Meets FSU's High Expectations," specific suggestions for improvement should be provided to the employee. There are two performance rating categories for individuals who are not meeting expectations:
- (i) *Official Concern – This describes an individual who demonstrates the requisite knowledge and skills in his/her field of specialty but is not completing assigned responsibilities in a manner that is consistent with the high standards of the university.*
  - (ii) *Unsatisfactory – This describes an individual who fails to demonstrate with consistency the knowledge, skills, or abilities required in his/her field of specialty and/or in completing assigned responsibilities.*
- (e) As part of an individual's annual evaluation, he or she will be provided with an annual "progress toward promotion" letter.

## Section 1.02 Specific Procedures For Peer Review

- (a) Each faculty member will be evaluated by his/her peers within their respective Category. The peer review will use the criteria established by faculty performance evaluations and be conducted in accordance with a format and procedures decided by the relevant faculty. Peer review will be conducted simultaneously with the evaluation for meritorious performance. Tenured and tenure- track faculty will be reviewed in teaching, research, and service. Specialized faculty will be reviewed in teaching and service. Faculty will compare expected performance (Assignment of Responsibilities) against actual performance (Summary of Accomplishments from FEAS) to determine if expectations were met.
- (b) Results from this assessment will be forwarded to the Dean for inclusion in the annual review process. Individual faculty member responses to this evaluation can be communicated to the Dean during the annual review.

## Section 1.03 Assignment of Responsibilities (including summer criteria and procedures for supplemental summer appointments for 9-month faculty)

- (a) An annual assignment of responsibilities is required by the university. These written assignments are agreed on between the Dean and the individual concerned, and normally include assignments in teaching, research, and service. Evaluation of the faculty member will be made on the basis of these mutually agreed upon assignments.
- (b) Changes in the assigned responsibilities may be made if college or university needs arise. Such changes will be made only after consultation and such changes will be made a matter of written record for purposes of evaluation.
- (c) Supplemental summer appointments for 9-month faculty shall be offered equitably and as appropriate to qualified faculty members in accordance with the 2019-22 FSU Collective Bargaining Agreement, Article 8.5 (b) (1) b.
- (d) The following procedures will serve as a guide for summer assignments:
  - (i) *Teaching Needs: Faculty appointments are based on who is qualified to teach the classes being offered. Note: Faculty rank is not considered a deciding factor in determining summer appointments*
  - (ii) *Teaching Requests: Faculty appointments are based on who is interested in teaching the classes being offered. Note: Faculty who turn in their summer requests according to prescribed deadlines will be given priority in assignments*
  - (iii) *Conflicts or non-Assignments: If there is more than one faculty member requesting the same course, or if there are more faculty than courses available, then those who do not receive a summer assignment are given preference the following summer.*

## Article II. Merit Criteria and Method for Distribution of Merit Salary Increases

### Section 2.01 SYSTEM FOR MEASURING MERITORIOUS PERFORMANCE

- (a) Definition: The College of Social Work's definition of meritorious performance is that which:
- (i) *Performance that meets or exceeds the expectations for the position classification and department/unit.*
- (b) With respect to teaching, some examples of meritorious performance might include:
- (i) *Instituting a creative way to present or structure course material or assignments*
  - (ii) *Utilizing an innovative technique or style*
  - (iii) *Supervising Directed Individual Studies and/or Tutorial courses*
  - (iv) *Receiving a high proportion of "excellent" ratings by students of a field instructor/liaison on field evaluation forms*
  - (v) *Receiving a college, university, or other noteworthy recognition for teaching or advising*
  - (vi) *Having responsibility for the field supervision of one or more students when not employed in the Field Office*
  - (vii) *Serving as a Chair or committee member for doctoral students or candidates*
  - (viii) *Serving as a teaching mentor for doctoral students*
  - (ix) *Securing external funding in support of educational activities*
- (c) With respect to research and scholarship, some examples of meritorious performance might include:
- (i) *Publishing or submitting scholarly, peer-reviewed journal articles (either conceptual or empirical) beyond those required on the AOR*
  - (ii) *Publishing a non-edited book*
  - (iii) *Gaining attention for scholarship that is deemed particularly noteworthy (e.g., citations, invited publications, key note addresses)*
  - (iv) *Winning a scientific or scholarly award*
  - (v) *Securing external grant funding in order to conduct research that contributes dollars to the College of Social Work's budget*
  - (vi) *Serving as an editor of a scholarly, peer-reviewed journal*
  - (vii) *Serving as a research mentor (e.g., assistantship, grant application, or undergraduate research awards) for students*
- (d) With respect to service, there are several areas to be considered: local or state community service that is on behalf of the College of Social Work; service to the College of Social Work; service to the University; and service to the profession or professional societies. Some examples of meritorious performance might include:
- (i) *Non-paid work with or on behalf of community agencies or groups*
  - (ii) *Serving on a Governor's appointed task force or statewide advocacy committee*

- (iii) Serving in a leadership role on a local, state, or national committee*
- (iv) Giving professional workshops/trainings or colloquia that are based on professional activities such as research or teaching for which an individual is not paid*
- (v) Serving as a leader on a College or University committee*
- (vi) Serving on a high number (compared to peers) of College and/or University committees*
- (vii) Presenting peer-reviewed papers at professional meetings*
- (viii) Serving as a leader in a professional association*
- (ix) Securing extensive funding for a community-based project(s)*
- (x) Serving as a faculty advisor to a student organization*
- (xi) Serving as the chair of a certificate or specialized study program*

## Section 2.02 Merit Procedure

- (a) All faculty (except adjuncts and courtesy) will be reviewed for merit using annual evaluation materials. Additionally, each faculty member shall complete a form that indicates the area(s) for which they would like to be considered for merit. The form allows for a narrative (up to 500 words) that supports their consideration for merit. Peer review for merit will be done within category. Results are compiled by the Faculty Affairs Committee and forwarded to the Dean.
  
- (b) The Executive Assistant to the Dean will compile merit application folders to include the following materials:
  - (i) Summary of Accomplishments from FEAS*
  - (ii) Copies of teaching evaluation summaries that are required by the University*
  - (iii) Assignment of Responsibilities*
  - (iv) Faculty Merit Review Form*
  
- (c) Tenure-track faculty will review the merit documents of tenure-track faculty members. Specialized faculty will review the merit documents of specialized faculty members. Using the Faculty Merit Review form (Appendix A), faculty will indicate the area(s) for which they will be evaluated for meritorious performance. On that form faculty may provide an explanation for why they should receive merit in any of the following areas: teaching, research and scholarship, and service. Faculty will be considered eligible for merit within the areas they specify. The following scale will be used by faculty to provide their rating for each colleague based on their materials:

**This Colleague has meritorious performance**

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

- (d) The Faculty Affairs Committee will serve in an advisory capacity to the Dean in accordance with the College of Social Work's bylaws and this policy, "System for Measuring Meritorious Performance." The Faculty Affairs Committee will receive the ratings of merit reviews given by tenure-track and specialized faculty members of their peers, and rank them from highest to lowest within the categories of faculty (tenure-track and specialized) and performance. The ratings and rankings will be made available to the Dean each year for consideration in assigning merit pay increases, whether or not discretionary funds are available for distribution. Previous rankings of meritorious work in years when funds were not available may also be considered by the Dean.

## Article III. PROGRESS TOWARDS TENURE

Section 3.01 Progress toward tenure reviews are to ascertain whether an untenured tenure track faculty member in his or her second or fourth year at Florida State University College of Social Work has demonstrated sufficient pedagogical ability, progress in publication, and effectiveness in service to warrant a recommendation for continuation in a tenure-track position.

- (a) THIRD YEAR REVIEW POLICY AND PROCEDURES- Assistant Professors hired July 1, 2019 or later shall receive a tenure review in their third year. Assistant Professors hired before July 1, 2019 and who have not yet had a 2nd-year review may choose between a 3rd year review or a 2<sup>nd</sup> and 4<sup>th</sup> year set of reviews as specified in 3.01 (b)
- (i) *In the fall semesters of the reviewee's third year, the College of Social Work will initiate a third-year review.*
  - (ii) *A two-person Third Year Review Committee (3YRC) will be selected from members of the promotion and tenure committee. Members will be drawn by lot from those not previously selected, and by like rotation thereafter until all necessary committees are filled.*
  - (iii) *The reviewee shall submit a current, comprehensive curriculum vitae and a portfolio containing the items specified below (see Binder instructions).*
  - (iv) *The 3YRC will review the CV and portfolio materials.*
  - (v) *The reviewee's portfolio shall contain a Candidate's Statement modeled on that required for a promotion and/or tenure binder, addressing teaching, research, and service.*
  - (vi) *The 3YRC shall provide to the Dean a written evaluation including specific feedback and advice reflecting expectations for tenure and how the faculty member is progressing toward meeting those expectations.*
  - (vii) *The 3YRC's report is advisory to the Dean and will be included in the reviewee's tenure binder.*
- (b) SECOND AND FOURTH YEAR REVIEW POLICY AND PROCEDURES Assistant Professors hired before July 1, 2019 and who have already had a 2nd year review shall have a 4th year review. Assistant Professors hired July 1, 2019 or later shall receive a tenure review in their third year as specified in 3.01(a). Assistant Professors hired before July 1, 2019 and who have not yet had a 2nd-year review may choose between a 3rd year review as specified in 3.01 (a) or a 2<sup>nd</sup> and 4<sup>th</sup> year set of reviews.
- (i) *In the fall semesters of the reviewee's second and fourth years, the College of Social Work will initiate a second- or fourth-year review as applicable.*
  - (ii) *A two-person Second (or Fourth) Year Review Committee (2/4YRC) will be selected from members of the promotion and tenure committee. Members will be drawn by lot from those not previously selected, and by like rotation thereafter until all necessary committees are filled.*
  - (iii) *The reviewee shall submit a current, comprehensive curriculum vitae and a portfolio containing the items specified below (see 2/4YR Binder instructions).*
  - (iv) *The 2/4YRC will review the CV and portfolio materials.*
  - (v) *The reviewee's portfolio shall contain a Candidate's Statement modeled on that required for a promotion and/or tenure binder, addressing teaching, research, and service.*

- (vi) See Appendix C  
<https://fda.fsu.edu/sites/g/files/imported/storage/original/application/2d95103c2432d9ea44a14fca2d0a5b49.pdf> - ) of 2012 Memo for guidance on combining teaching research and service statements in a single document.
- (vii) The 2/4YRC shall provide to the Dean a written evaluation including specific feedback and advice reflecting expectations for tenure and how the faculty member is progressing toward meeting those expectations [FSU CBA 15.3 (e)(3)].
- (viii) The 2/4YRC's report is advisory to the Dean and will be included in the reviewee's tenure binder.

### Section 3.02 Tenure Binder

- (a) Teaching: The reviewee's portfolio shall contain the following materials pertaining to teaching.
  - (i) *Student Perception of Courses and Instructors (SPCI)*
    - 1) A statement of teaching responsibilities for the full two or four-year period, listing courses, when taught, and to how many students; membership on doctoral committees; and
    - 2) A summary of SPCI reports for each course taught
  - (ii) *Classroom Visits*
    - 1) The 2/4YRC shall make at least two classroom observations
  - (iii) *Teaching Criteria*
    - 1) Depending on criteria established in 3.01, the 3YRC or 4YRC will assess the reviewee's teaching based on materials included in the applicable items above.
  
- (b) Research: The reviewee's portfolio shall contain the following materials pertaining to research:
  - (i) *Manuscripts published and/or submitted since the reviewee joined the CSW faculty. For each published work and submitted manuscript, the reviewee shall indicate on the CV whether or not the work has been (or is being) refereed. [The Graduate Policy Council defines a refereed publication as: a) the manuscript must leave the editorial office for independent review; b) the manuscript must have a chance of being rejected; and c) one should be able to find the publication on the shelf in a university library or online in association with a peer-reviewed online journal.]*
  - (ii) *Copies of research grants or proposals or grants if the reviewee is either a principal investigator or investigator and has contributed to writing the proposal and/or the work done under the proposal.*



- (c) Research Criteria: The following will be reviewed as evidence of research productivity:
  - (i) *Publication of a refereed scholarly book by a university press or other press of reputable academic stature;*
  - (ii) *Submission of a scholarship book-length manuscript to a press of reputable academic stature which will referee the work;*
  - (iii) *Scholarly articles, including manuscripts accepted or submitted, all of which have been or will be reviewed; and*
  - (iv) *Grant proposals.*
- (d) Service: The reviewee's evidence for service will consist of the relevant section of the
  - (i) *Candidate's Statement and appropriate content as noted in the CV.*
- (e) Service Criteria: In evaluating the reviewee's service, the committee shall take into account:
  - (i) *The reviewee should have willingly undertaken a reasonable academic service assignment;*
  - (ii) *The reviewee should have completed, in good standing, any service to which he or she was assigned or for which he or she volunteered, unless the reviewee was relieved of this responsibility for reasons other than the reviewee's failure to perform adequately in that role; and*
  - (iii) *When a major portion of the reviewee's assignment consists of administrative duties, a survey of students immediately affected by the reviewee's functions may be administered.*

## Article IV. PROMOTION AND TENURE CRITERIA AND PROCEDURE

### Section 4.01 Criteria for Promotion and Tenure for Tenure Track Faculty

- (a) The College of Social Work adheres to the procedures for promotion and tenure of ranked faculty as specified by The Florida State University, accessible at: [https://hr.fsu.edu/PDF/Publications/BOT\\_UFF\\_10\\_10.pdf](https://hr.fsu.edu/PDF/Publications/BOT_UFF_10_10.pdf), specifically, Appendix I of the Collective Bargaining Agreement. Criteria are applied as indicated below.
  - (i) *Teaching: Effective college teaching is based on competence in subject areas taught and in learning practices, a commitment to student learning, and skill in promoting a productive learning environment.*
    - 1) Promotion to Associate Professor and Tenure
    - 2) A sustained record of effective teaching as indicated by required student evaluations and the Dean's review is required for tenure and promotion to associate professor. Peer classroom evaluations are optional and available at the candidate's request. Promotion to Full Professor
  - a) A sustained record of effective teaching at the bachelor's, master's, and doctoral levels as indicated by required student evaluations and the Dean's review is required for promotion to full professor. Peer classroom evaluations are optional and available at the candidate's request..

(ii) *Research: Scholarship entails systematic inquiry into a subject or creative activity, attainment of a level of expertise, and communication of that expertise to others. In the case of an applied profession such as social work, others may include researchers, social service professionals in the community, and policy makers. A record of effective scholarship is evidenced by an independent line of scholarship that has led to peer-reviewed publications, resources to conduct research, citations by other researchers in peer-reviewed publications, and to a lesser extent, professional presentations.*

1) Promotion to Associate Professor and Tenure

a) A record of effective scholarship which shows the candidate's promise of becoming a leading scholar in an area of expertise is required for promotion and tenure to associate professor.

2) Promotion to Full Professor

a) An outstanding record of scholarship indicating attainment of national or international stature is required for promotion to professor.

(iii) *Service: Service occurs in four arenas: college, university, community, and the profession. While all forms of service are valued, faculty members are encouraged to pursue service opportunities in a manner that is congruent with the mission of social work and the development of their research agenda (balanced with all areas on the Assignments of Responsibilities).*

1) Promotion to Associate Professor and Tenure

a) Service, especially outside of the college, is generally expected to be minimal for promotion to associate professor and tenure.

2) Promotion to Full Professor

a) For promotion to full professor, service is expected to be significant. The service record should provide evidence that faculty members have well-established national reputations in their field, as well as showing meaningful roles within the college and university.

#### Section 4.02 Procedures for Promotion and Tenure for Tenure Track Faculty

(a) Votes for promotion and/or tenure will be conducted in accordance with CSW Bylaws and University policies. The CSW Promotion & Tenure Committee will meet first to review and vote on candidate(s) for tenure. Subsequently, a meeting of all tenured faculty members (excluding candidates under review) will be held to review and vote on candidate(s) under consideration. Discussion and procedures of each meeting will be summarized and reported consistent with University policy, and conveyed as appropriate by the elected CSW representative to the University Promotion and Tenure Committee.

(b)

Section 4.03 Only the CSW Promotion & Tenure Committee reviews and votes on candidates requesting consideration for promotion from Assistant Professor to Associate Professor and Associate Professor to Full Professor. Discussion and procedures of each meeting will be summarized and reported consistent with University policy, and conveyed as appropriate by the elected CSW representative to the University Promotion and Tenure Committee. Criteria and Procedures for Promotion for Non-General Non-Tenure Track Faculty

- (a) The College of Social Work adheres to the procedures for promotion of Specialized faculty as specified by The Florida State University, accessible at: [https://hr.fsu.edu/PDF/Publications/BOT\\_UFF\\_10\\_10.pdf](https://hr.fsu.edu/PDF/Publications/BOT_UFF_10_10.pdf), specifically Appendix J of the Collective Bargaining Agreement. Criteria are applied as indicated below.
- (i) *Teaching: Effective college teaching is based on competence in subject areas taught and in learning practices, a commitment to student learning, and skill in promoting a productive learning environment.*
- 1) Promotion to Teaching Faculty II
    - a) A sustained record of effective teaching as indicated by required student evaluations, peer classroom visitations, and the Dean's review is required for promotion to teaching professor II.
  - 2) Promotion to Teaching Faculty III
    - a) A sustained record of effective teaching at the bachelor's or master's levels as indicated by required student evaluations, peer classroom visitations, and the Dean's review is required for promotion to Teaching Faculty III.
- (ii) *Research: Scholarship entails systematic inquiry into a subject or creative activity, attainment of a level of expertise, and communication of that expertise to others. In the case of an applied profession such as social work, others may include researchers, social service professionals in the community, and policy makers. A record of effective scholarship is evidenced by an independent line of scholarship that has led to peer-reviewed publications, resources to conduct research, citations by other researchers in peer-reviewed publications, and to a lesser extent, professional presentations.*
- 1) Promotion to Research Faculty II
    - a) A record of effective scholarship which shows the faculty member's promise of becoming a leading scholar in an area of expertise is required for promotion to Research Faculty II.
  - 2) Promotion to Research Faculty III
    - a) An outstanding record of scholarship indicating attainment of national or international stature is required for promotion to Research Faculty III.
- (iii) *Service: Service occurs in four arenas: college, university, community, and the profession. While all forms of service are valued, faculty members are encouraged to pursue service opportunities in a manner that is congruent with the mission of social work and the development of their research agenda (balanced with all areas on the Assignments of Responsibilities).*
- 1) Promotion to Teaching and Research Faculty II
    - a) Service, especially outside of the college, is generally expected to be minimal for promotion to Teaching Faculty II or Research Faculty II.

2) Promotion to Teaching and Research Faculty III

- a) For promotion to Teaching Faculty III or Research Faculty III, service is expected to be significant. The service record should provide evidence that faculty members have well-established national reputations in their field, as well as showing meaningful roles within the college and university.

Appendix A

**Faculty Merit Review Form**

Performance that meets or exceeds the expectations for the position classification and department/unit.

Based on this definition, I would like to be considered for merit in the area(s) of (indicate any or all: Teaching, Research/Scholarship, Service).

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According to the definitions above, my performance from January 1, 202\_ to December 31, 202\_ is meritorious because

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(max of 500 words for explanation)

**Rating System:**

This colleague has meritorious performance

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree