

**School of Communication Annual Evaluation Form, 20XX  
Summary of Activities**

In addition to submitting this Summary of Activities, faculty member should place the following in their binders:

- Course evaluation summaries (not student comments) for all courses taught in 20XX calendar year,
- Course syllabi
- Peer and/or administrators' review(s) of teaching,
- Copies of research/creative/grant/award accomplishments,
- Current vita highlighting three year record in research and/or creative achievement, and
- Any additional relevant material that would assist in the assessing of your work (e.g. reviews, unsolicited letter of nomination for a teaching award, etc.)

For your classes and grade distributions: This information is readily available to you. Simply login to Blackboard → Secure Apps → Grade Roster Archive. Follow the instructions and search for the appropriate semester.

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The goal of this form is to provide one way to present information in an annual evaluation system that is appropriate and fair for all members of the School of Communication and to identify meritorious achievement in line with the School's promotion and tenure (P&T) guidelines and the University's annual evaluation system. Faculty members are strongly encouraged to consult the P&T guidelines and the by-laws Appendix on university merit guidelines.

The FSU administration provides incentives for continued progress and advancement in rank for all faculty. Therefore, regardless of rank or years in rank, members of the School of Communication are expected to continue developing in the areas of teaching, research/creative scholarship, and service. The School of Communication's P&T policy represents the faculty's collective perspective on what activities and achievements reflect that development. As a result, the annual evaluation system seeks to reinforce the P&T policy by designating three tiers of activities. These tiers signify the priority or "value" of certain teaching, research/creative scholarship, and service activities relative to others. "Value" here is not defined as a numerical score, but instead represents the significance or importance of the accomplishment with regard to one's standing in the discipline and progress in rank.

The Professional Development Profile (PDP) Chart included here lists examples of the types of activities or outputs that the faculty as a whole associates with each of the three tiers within each of the three main categories (teaching, research/creative/grants, and service). Activities listed within the same tier still present a range of value, but as a group are considered to be more valuable than the activities listed in the next tier down. For example, two journal articles in Tier 1 can differ according to scope of work, status of outlet, sole- versus co-authorship, and the like (as acknowledged in the P&T policy). As a result, when assigning evaluation scores based on the FSU system, members of the Promotion, Tenure, & Evaluation Committee will be tasked with making judgments both across and within the tiers. It is expected that all faculty members will annually be involved in a range of activities listed in all three tiers. Many of the teaching and service activities listed in Tier 2 and 3 are of particular value for Assistant Professors preparing for tenure.

Because there is no specific point value associated with the tiers or any of the items listed, there is no mathematical formula that designates a specific type or number of activities that will lead to merit. Meritorious performance (defined by the University guidelines as a score of 3, 4, or 5) is a combination of a faculty member's performance as assessed using all annual evaluation materials for that year. The form allows faculty members to contextualize their activities (see Section IV.) relative to the pre-determined tiers, making the case that a particular activity is more valuable than the assigned tier suggests, if need be. Providing context is also strongly encouraged for collaborative projects (e.g., role, percent effort). Finally, this is not an exhaustive listing of all activities in which faculty members may be involved. If an activity is not listed and the faculty member would like for it to be considered in the annual evaluation, then a space is provided in which to make that case as well.

Faculty members have generally earned a high or "meritorious" mean score (as resulting from the PT&E Committee members' individual scores) on at least two of the three categories (teaching, research/creative/grants, service) to be considered for merit. As indicated in Appendix E of the School of Communication's bylaws, final determination of merit lies with the Dean based on the PT&E Committee/ Director's rank ordered recommendations.

## **Note on Service, Leadership and School “Citizenship” Norms**

Departmental citizenship is important for morale. Efforts of being a good citizen should be regarded as taken-for-granted and in themselves do not result in merit or promotion. Examples of good citizenship include (but are not limited to),

- Participation in School, College, or University social events
- Organizing or helping to organize School, College, or University social events
- Participation in School, College, or University recruitment, academic, or administrative events
- Preparation for and active participation in committee tasks assigned
- Taking on progressive leadership roles in the School over the course of one’s career
- Camaraderie and providing social support to colleagues
- Courteous treatment of staff and students
- Flexibility in scheduling both teaching and meeting times
- Visibility and involvement in everyday-departmental activities

**School of Communication Annual Evaluation Form, 20XX**  
**Summary of Activities**

**I. Faculty Member's Name:**

**II. Faculty Member's Assignment of Responsibilities (in %)**

	Teaching & Advising	Research/Creative Achievement	Service & Leadership	Other	Total
Spring 20VV					100%
Fall 20VV					100%
Average 20VV					100%
Spring 20WW					100%
Fall 20WW					100%
Average 20WW					100%
Spring 20XX					100%
Fall 20XX					100%
Average 20XX					100%

**III. TEACHING**

**COURSES TAUGHT IN SPRING SEMESTER**

Course #	Course Title		Enrollment					
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

**COURSES TAUGHT IN FALL SEMESTER**

Course #	Course Title		Enrollment					
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

Course #	Course Title			Enrollment				
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

**ADDITIONAL TEACHING IN LAST CALENDAR YEAR**

	Level of instruction	Spring 20XX Names	Summer 20XX Names	Fall 20XX Names
DIS	Graduate			
	Undergraduate			
Supervised Research	Graduate			
	Undergraduate			
Supervised Teaching	Graduate			
	Undergraduate			
Internships	Undergraduate			
Residencies	Graduate			
Honor's Theses (UG)	Chair			
	Member			
Master's Committee	Chair			
	Member			
PhD Committee	Chair			
	Member			
Outside Committee (student name/ department)	Member			

**TEACHING : SUMMER SEMESTER (Optional)**

Course #	Course Title			Enrollment				
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

Course #	Course Title			Enrollment				
<b>Grade distributions (by %)</b>	A's:	B's:	C's:	D's:	F's:	I's:	S's:	W's:
<b>SPCI #13 (by %)</b>	5:	4:	3:	2:	1:			

**IV. PROFESSIONAL DEVELOPMENT PROFILE (PDP).** Using the attached PDP chart of activities, please list all activities under the appropriate heading and tier. Please provide detail for each entry. For instance, if you published an article, please list the complete citation; if you won a service award, please give the name of the award and the awarding organization. Add additional rows as needed. If you want to suggest a different tier for an item (from examples listed on the PDP Chart), insert a comment at the beginning of the item. You may add additional items not listed on the PDP Chart.

Note: You do not need to use text boxes to insert items. If you prefer to start with the template and cut/delete items, remember to insert your contextualization as needed.

**A. TEACHING:**

**Tier 1 activities:**


**Tier 2 activities:**


**Tier 3 activities:**


**CONTEXTUALIZE YOUR PDP TEACHING (Optional).** In this section, if you think a specific activity you listed is “under-valued” relative to its assigned tier, then please explain why this is the case. Furthermore, if you participated in an activity that is not listed on the PDP chart but that you think should be, please explain and provide a suggestion of the appropriate tier for that activity. In case of collaboration, please explain your role in the team as well as your specific contributions to the final product.

**B. RESEARCH /CREATIVE/GRANTS/AWARDS ACHIEVEMENT:**

**Tier 1 activities:**


**Tier 2 activities:**


**Tier 3 activities:**


**CONTEXTUALIZE YOUR PDP RESEARCH(Optional).** In this section, if you think a specific activity you listed is “under-valued” relative to its assigned tier, then please explain why this is the case. Furthermore, if you participated in an activity that is not listed on the PDP chart but that you think should be, please explain and provide a suggestion of the appropriate tier for that activity. In case of collaboration, please explain your role in the team as well as your specific contributions to the final product.

**C. SERVICE:**

**Tier 1 activities:**


**Tier 2 activities:**

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**Tier 3 activities:**


**CONTEXTUALIZE YOUR PDP SERVICE (Optional).** In this section, if you think a specific activity you listed is “under-valued” relative to its assigned tier, then please explain why this is the case. Furthermore, if you participated in an activity that is not listed on the PDP chart but that you think should be, please explain and provide a suggestion of the appropriate tier for that activity. In case of collaboration, please explain your role in the team as well as your specific contributions to the final product.

**OVERALL COMMENTS:**

**V. LAST CALENDAR YEAR GOALS REVIEWED**

Cut and paste your goals from last year’s “Summary of Activities” here.  
Briefly reflect here in what ways you accomplished or did not accomplish those goals.

**Teaching goals from last calendar year:**

**Teaching goals reviewed:**

**Research /Creative/Grants/Awards Achievement goals from last calendar year:**

**Research/Creative/Grants/Awards Achievement goals reviewed:**

**Service goals from last calendar year:**

**Service goals reviewed:**

**VI. NEXT CALENDAR YEAR GOALS**

**Teaching goals for the next calendar year:**

**Research and Creative goals for the next calendar year:**

**Service goals for the next calendar year:**

**PROFESSIONAL DEVELOPMENT PROFILE CHART**

The following chart lists example items generally associated with each tier and category.

**A. TEACHING.**

Tier 1	Received a teaching/career recognition award from a professional association
	Received a teaching award from FSU
	Directed a successfully defended PhD dissertation
	Served as a visiting professor at an international or domestic aspirational university
	Ninety percent or more of students rated SPCI # 13 as excellent and/or very good
Tier 2	Taught an overload course at the request of the School
	Served as a visiting professor at another domestic university
	Nominated for an FSU teaching or advising award and submitted the binder to the committee
	Seventy percent or more of students rated SPCI # 13 as excellent and/or very good
	Independently developed and taught a new course in the School
	Directed a successfully defended Master’s thesis or creative project, undergraduate honor’s thesis, or PhD preliminary exam
Tier 3	Sixty percent or more of students rated SPCI # 13 excellent and/or very good
	Directed, coordinated, or staffed a short course or workshop for external audience
	Taught a class with 51 or more students enrolled without a TA or with 101 or more students enrolled with up to 1 TA
	Served as committee member on a successfully defended dissertation
	Served as committee member on a successfully defended Master’s thesis or creative project
	Served as committee member on a successfully defended undergraduate honor’s thesis
	Served as committee member on a successfully defended PhD preliminary exam

[Add optional contextualization if you use this form as template for your annual reporting.]

**B. RESEARCH /CREATIVE/GRANTS/AWARDS ACHIEVEMENT.**

**Research-based scholarship**

Tier 1	Wrote and had published a scholarly book (university or commercial press)
	Edited and had published a scholarly book (university or commercial press)
	Wrote and had published a peer-reviewed article
	Served as editor of a national or international journal
Tier 2	Wrote and had published an original chapter in an edited scholarly book
	Wrote and had published a textbook (university or commercial press)
	Served as an associate editor or on the review board of a journal
	Served as editor of a regional or state journal
	Served as editor of a book series
Tier 3	Edited and had published a textbook
	Wrote and published a chapter or section in an edited textbook
	Submitted a new manuscript or completed and submitted significant revisions to a manuscript under review (provide evidence)
	Contributed to a published set of proceedings
	Wrote and had published a book review or article-length review
	Delivered a competitive conference paper or spoke on a competitively-reviewed panel discussion
	Delivered an invited scholarly lecture at an international or domestic aspirational university

### Creative-based scholarship

Tier 1	Directed, wrote, produced, or performed in a film or video (national theatrical release or national distribution)
	Directed, wrote, produced, or performed in a television or radio broadcast (national, state, or non-U.S.A. network)
	Directed, wrote, produced, contributed significantly to, or performed in a high-profile, national or international theatre venue (e.g., Broadway, London West End or Fringe, Chicago's Victory Gardens Theatre,).
	Directed, wrote, produced, contributed significantly to, or performed in a creative product at major peer-reviewed national or international festival
	Created and presented a digital product (e.g. software) at an international or national peer-reviewed venue
	Premiere screening of a creative product at a competitive national or international festival
Tier 2	Subsequent screening(s) of a creative product at a competitive national or international festival
	Created and presented a digital product (e.g. software) at a regional or state peer-reviewed venue
	Directed, wrote, produced, contributed significantly to, or performed in a creative product that toured nationally or that was appraised by outside evaluator.
Tier 3	Screened a creative product locally
	Directed, wrote, produced, contributed significantly to, or performed in a nonprofessional creative product on campus or at a regional venue
	Directed, wrote, produced, contributed significantly to, or performed in a creative product that professionally re-toured nationally
	Created and presented a digital product (e.g. software) at local peer-reviewed venue
	Served in leadership position of local artistic company

### Contracts and grant activity: Report for years in which funds are received (not in year when awarded)

Tier 1	Served as PI/coPI on contract/grant proposal funded by a Federal Government agency or a national foundation (run through FSU Office of Research)
	Served as PI/coPI on contract/grant proposal funded by a regional, state, or local foundation, or private entity (run through FSU Office of Research, >\$25,000)
	Supported graduate students with external contract and grant funding
Tier 2	Served as PI/coPI on contract/grant proposal funded by a regional, state, or local foundation, or private entity (run through FSU Office of Research, <\$25,000)
	Served as PI/coPI on contract/grant proposal funded by the University (>\$5,001)
Tier 3	Served as PI/coPI on contract/grant proposal funded by the University (<\$5,000)
	Submitted a contract/grant proposal to a Federal Government agency or a national foundation
	Submitted a contract/grant proposal to a state or local foundation
	Submitted a contract/grant proposal to the University
	Served as PI/co PI on contract/grant at any level that was not run through FSU Office of Research but that funded student/s in the School's assistantship program or purchased equipment for School-wide use (directly or through faculty buy-out)
	Served as a subcontractor on contract/grant at any level that funded student/s in the School's assistantship program or purchased equipment for School-wide use (directly or through faculty buy-out)

### Research- and creative-based awards

Tier 1	Received award or special recognition by national or international scholarly organization
	Received a national or international award for creative work (e.g Alpert, Guggenheim).
Tier 2	Received award or special recognition by regional, state, or local scholarly organization
	Received a festival award for a creative (incl. digital) product



	Received an award for a competitive conference paper
Tier 3	

### C. LEADERSHIP/SERVICE.

#### Organizations and the discipline

Tier 1	Served as a division leader/program planner/ president in an international or national organization
	Received a service award from an international or national organization
	Directed a national or international festival or conference
	Served as a program reviewer for another university
Tier 2	Served as committee chair or division officer / program planner in a regional or state professional organization
	Planned a conference program for a national convention
	Served as an external reviewer for promotion and tenure (Candidate at Research-intensive university)
Tier 3	Served as a committee member in a professional organization
	Planned a conference program for a regional or state convention
	Professionally related community service (including media work)
	Served as ad-hoc/guest reviewer for a peer-refereed outlet, including conferences, festivals, journals, etc.
	Served as an external reviewer for promotion and tenure (Candidate at non-Research-intensive university)

#### University

Tier 1	Served in major leadership position at the University level (e.g. President of UFF, Faculty Senate President, Chair of UPC or GPC.)
Tier 2	Served as chair of a committee at the University level (e.g. Chair of an Awards Committee)
Tier 3	Served as an elected member of a committee at the University level
	Served as an appointed member of a committee at the University level
	Mentored student groups such as student organization, residence hall, or Greek organization (provide evidence)
	Delivered an invited lecture or participated in panel on campus

#### College and School

Tier 1	Served as Director/ Associate Director
	Served as Director of Graduate/Doctoral Studies
Tier 2	Served as Director of Undergraduate Studies
	Served as Director of Educational Program (e.g., Seminole Productions)
	Served as Division Head
	Served as Area Head
	Spearheaded the creation of new academic program within the School
Tier 3	Served as Honors in the Major Liaison
	Served as chair of the MCS Master's Committee
	Served as chair of a standing committee in the School
	Delivered an invited lecture or participated in panel in the College or School