

**FLORIDA STATE UNIVERSITY SCHOOL OF INFORMATION
ANNUAL PERFORMANCE EXPECTATIONS FOR FACULTY**

Approved by the School of Information Faculty on 22 April 2020
Replaces version approved on 12 April 2017

Faculty in the School of Information are evaluated annually during the Spring semester by the Director of the School based on their assigned duties for the previous calendar year, and following procedures established by the Office of Faculty Development and Advancement.

These annual performance evaluations by the Director are separate from the departmental merit reviews conducted by the Evaluation Promotion and Tenure Committee. In the event that the Director's annual performance evaluation differs substantially from the Evaluation Promotion and Tenure Committee's departmental merit review for any given faculty member, these differences should be addressed in the narrative that accompanies the Director's evaluation.

Faculty in the School of Information are expected to abide by the guidelines for faculty performance identified in the FSU Faculty Handbook and the Collective Bargaining Agreement between Florida State University and the United Faculty of Florida Chapter for FSU.

Faculty in the School of Information are expected to meet each of the following annual performance expectations unless they do not have an appointment in that specific area on their assignment of responsibilities:

1. Research: Evidence of ongoing scholarly and/or creative activities, according to their assignment of responsibilities and as appropriate for their rank. Evidence for research includes, but is not limited to:
 - a. Articles in refereed or non-refereed professional journals;
 - b. Books, book chapters, or book reviews;
 - c. Papers at conferences or other meetings of professional societies;
 - d. Applying for and/or obtaining external support for research; and
 - e. Scholarly and/or creative activity that has not yet resulted in publication.

2. Teaching: Evidence of well-planned and delivered courses following university rules, according to their assignment of responsibilities and as appropriate for their rank.

Evidence for teaching includes, but is not limited to:

- a. Effectiveness in engaging students and stimulating learning;
 - b. Effectiveness in imparting knowledge and skills;
 - c. Effectiveness in developing critical thinking or creative abilities;
 - d. Course revision, course development, or curriculum planning; and
 - e. Adherence to accepted standards of professional behavior in instruction.
3. Service: Evidence of active contributions in service to the School, College, University, profession, and academic discipline, according to their assignment of responsibilities and as appropriate for their rank. Evidence for service includes, but is not limited to:
 - a. Service on school, college, and university committees;
 - b. Service to professional organizations relevant to the academic discipline;
 - c. Participation in professional meetings, symposia, conferences, or workshops;
 - d. Professional service on governmental boards, agencies, or commissions; and
 - e. Professional service to the local community.