

Florida Atlantic University
D. F. Schmidt College of Arts & Letters
School of Architecture

Sustained Performance Evaluation Protocol and Criteria

INTRODUCTION

The mission of the School of Architecture (SoA) and its faculty is to advance education, research, and design solutions that enhance the quality of built environments. The program is situated within South Florida's dynamic coastal and urban environment providing a laboratory for investigating new tools and methods of design in an era of disruption. The School of Architecture fosters integrative and innovative design in preparation for architectural practice. Students develop critical thinking skills and knowledge through exposure to historical and theoretical foundations, emerging technologies, interdisciplinary research, community engagement, and ethical responsibilities of design.

Sustained Performance Evaluation (SPE) in the Florida Atlantic University SoA is designed to promote the mission and goals of the School of Architecture, the College of Arts and Letters, and the University in relation to teaching, research, and service. SPE provides accountability to FAU peers, administrators, and students, while also recognizing the principles of academic freedom and professional responsibility.

The SoA SPE process will be carried out in accordance with the following terms of FAU Provost's SPE policy:

- Post-tenure faculty are evaluated every seven years by peers.
- Post-tenure faculty will submit the necessary documentation as described in the Provost's Directive.
- An SPE Committee will be formed annually within the School, consisting of tenured faculty.

Only tenured associate professors and professors are eligible to vote on SPE of associate professors. Only full professors are eligible to vote on SPE of full professors.

The SPE Committee will rate each faculty according to one of the three categories established by the Provost:

- Exceeding expectations
- Meeting expectations
- Failing to meet expectations

SPE is based on the career timeline of faculty members and tenured faculty members may or may not be subject to review each year; therefore, the SPE Committee will be

constituted on an annual basis in accordance with the individual circumstances of one or more faculty members eligible for SPE review. The same committee will evaluate all eligible faculty within a particular year, and a new committee will be constituted should there be further faculty members eligible in a subsequent year. The Department Chair will appoint to the committee three faculty members from the ranks of Full Professor or Associate Professor, excluding naturally those subject to SPE review and exercising discretion to ensure the equanimity of the process for all involved.

CRITERIA FOR SUSTAINED PERFORMANCE

The ratings of the SPE Committee will be based upon the prior six years of the faculty member's "Annual Evaluations," as well as "Alternative Indicators" of the faculty member's teaching, research, and service as provided in the faculty member's SPE package.

Annual Evaluations

The SPE Committee will consider each faculty member's annual evaluations as follows:

Exceeding expectations:

Consistent annual ratings of a faculty member on annual evaluations as 'exceptional' (score 5) and/or 'outstanding' (score 4) (with occasional deviations) provides sufficient evidence for scoring that faculty member's performance as 'Exceeding Expectations' (i.e., average score of 3.5 and above on annual evaluations for the SPE evaluation period).

Meeting expectations:

Consistent annual ratings of 'good' (score 3) with occasional downward deviations is sufficient for assigning a value of 'Meets Expectations' on SPE (i.e., average score between 2.5 and 3.5 on annual evaluations for the SPE evaluation period).

Failing to meet expectations:

Three or more annual ratings of 'unsatisfactory' (score 2) or 'needs improvement' (score 1) may be used as a basis for evaluating a faculty member's SPE performance as 'Failing to Meet Expectations' (i.e., average score below 2.5 on annual evaluations for the SPE evaluation period).

A faculty member who was evaluated as exceeding or meeting expectations on annual evaluations during four or more of the previous six years shall not be rated below "meeting expectations" in the sustained performance evaluation and shall not be subject to a performance improvement plan.

Alternative Indicators of Sustained Performance

This section describes alternative indicators that faculty members may provide to

demonstrate sustained post-tenure performance that meets or exceeds expectations. The examples provided below are meant to be illustrative of sustained performance, rather than an exhaustive list.

Because the School of Architecture values empowerment, engagement, and pro-activity, tenured faculty may recognize contributions of their peers that go beyond what may be considered traditional methods of furthering the mission and goals of the School, College, and University. Faculty members may identify additional indicators of sustained performance in each of the designated three areas—teaching, research/creative activity, and service.

Teaching:

Teaching performance includes effectiveness in presenting knowledge, information, and ideas by means or methods such as studio project, lecture, discussion, assignment, demonstration, practical experience, mentoring junior faculty in teaching, supervising students, directing independent studies, and consultation with students. Evaluation of teaching may include: consideration of effectiveness in imparting knowledge and skills; effectiveness in stimulating students critical thinking and/or creative abilities; the development or revision of curriculum and course structure and content; contributions to the accreditation and reaffirmation processes of the National Architectural Accrediting Board (including the self-study and ongoing program evaluation); adherence to accepted standards of professional behavior in meeting responsibilities to students (including the American Institute of Architects Code of Ethics), and community engagement. The SPE Committee may take into account SPOT scores, class notes, syllabi, student exams, assignments, online learning content, student feedback, and any other materials relevant to the faculty's teaching assignments. The teaching evaluation must consider any relevant materials submitted by the faculty and may not be based solely on student evaluations when this additional information has been made available to the SPE Committee. The SPE Committee can consider any other material submitted by the faculty deemed valuable, important, or relevant for their teaching related evaluation.

Research/Creative Activity:

Research endeavors are marked by advancement of knowledge - theoretical and/or practical - in the faculty's field of study to enrich the field and to bring about changes deemed beneficial for humanity, society, community, and the individual. The School of Architecture values a broad range of research, including qualitative, quantitative, basic, applied, action, design, and project-grounded research. Criteria for evaluating research may include, but are not limited to: receipt of peer-reviewed design awards or recognition for built or unbuilt projects, curating significant exhibitions, publishing peer-reviewed journal articles, scholarly books, and chapters in scholarly books; editing scholarly books; participating in editorial boards and review processes for scholarly journals; presenting outcomes of research and other scholarly activities at regional, national, or international scientific or professional meetings; being recognized by peers for scholarship and professional contributions related to research; facilitating research knowledge transfer (to the public, professional

architects, public policy makers, and other consumers of architecture); demonstrating progress in research activities such as collecting data, developing manuscripts, pursuing and administering funding for research and other scholarly activities; mentoring junior faculty and/or students in research activities and collaborating in research with them; and community engagement.

The SPE Committee may consider the quantity, quality, and impact of publications and other relevant materials presented by the faculty, and other evidence of contributions to the academic community, to the profession, and to society in general.

Service:

Faculty members may demonstrate service to the School, College, University, the profession, and community at large. Examples of service within the School, College, and University include active participation in meetings, membership in or leadership of committees, performing administrative and supervisory functions, participation in governance, promotion of scholarly activities on campus, and *ad hoc* initiatives that contribute to the School, College, or University. Service to the profession includes service to professional architectural associations, advocacy for the profession, and other activities that contribute to the profession of architecture, serving on an editorial board of a journal or publisher. Community engagement; service to the community includes community-based education, participation in policy and legislative advocacy, engaging community partners in charitable or community-enhancing activities and building bridges between the University and the community (e.g., knowledge transfer and application).

SPE EVALUATION FILE

The SoA SPE, consistent with the University's requirements, is conducted based on a file containing a summary of the faculty' activities during the entire seven-year period under review. The file should contain the following:

- 1- current curriculum vitae that highlights accomplishments in teaching, scholarship, and service.
- 2- copies of the faculty's last seven annual assignments and annual evaluations.
- 3- copy of the report of the previous SPE, if available.
- 4- copy of the published performance expectations from the faculty member's School.
- 5- 2-page self-evaluation covering teaching, research, and service.
- 6- portfolio sample illustrating essential research and/or creative activity work (articles, projects, etc.); when necessary, it should also illustrate significant teaching and/or service achievements.

The contents of each SPE file, including the SPE Committee Report, including the SPE recommendation, are to be kept confidential throughout the evaluation process.

CONCLUSION

The School of Architecture believes in building on the strengths of its faculty members, meaning that different faculty members may contribute to the School, College, and University in different ways. Although some tenured faculty members may contribute equally in the areas of teaching, research, and service, others may devote most of their time and energy to one or two particular areas (e.g., a faculty member who is assigned major administrative roles may not be able to contribute as much in the areas of research, teaching, and service). The Sustained Performance Evaluation process is designed to promote and acknowledge the strengths and potential of faculty, while also providing a means for supporting and improving faculty's academic endeavors.