

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

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.

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-

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.