

FLORIDA ATLANTIC UNIVERSITY
COLLEGE FOR DESIGN AND SOCIAL INQUIRY

The College for Design and Social Inquiry (CDSI) is dedicated to promoting safe, healthy and

schools and to provide relief in situations where a faculty member can request an administrative review of the findings by the School's SPE Committee to the Dean.

SPE Responsibility

In

- Any successful application for promotion from Associate Professor to Professor resets the applicant's seven-

Conduct of the SPE

Each School's SPE Committee will prepare a brief report, to be added to the SPE file, summarizing its recommended assessment of each faculty member's performance during the evaluation period that is consistent with each School's SPE policy. The School's SPE Committee report will indicate whether the faculty member's performance Exceeds Expectations, Meets Expectations, or Fails to Meet Expectations, and cite specific reasons and evidence to support their conclusion.

Administrative Review and Appeal of Outcome

All faculty members in the CDSI have the right to request an administrative review by the CDSI Dean of their SPE findings, and prior to the Dean's final determination. If a faculty member requests an administrative review, the faculty member must, within five (5) business days after receiving the School's SPE report, request to meet with the Dean of the CDSI to review the SPE report. Prior to the meeting with the Dean, the faculty member must provide written documentation specifying how the School's SPE Report was incorrect.

After meeting with the faculty member, if

Florida Atlantic University School of Architecture

Sustained Performance Evaluation in the Florida Atlantic University School of Architecture is designed to promote the mission and goals of the School of Architecture, the College for Design and Social Inquiry, and the University in relation to teaching, research,

Consistent annual ratings of a faculty

available to the SPE Committee.

Research:

Research performance is marked by advancement of knowledge in the faculty's field of study to produce beneficial impacts for society. The School of Architecture values a broad

According to the Provost's Directive, the SPE Committee will rate each professor as either:

1. Exceeding expectations,
2. Meeting expectations, or
3. Failing to meet expectations.

The ratings of the SPE Committee will be based upon the prior six years of the faculty member's (1) "Annual Evaluations" and/or (2) "Alternative Indicators" of the faculty member's collegiality, teaching, research, service, academic leadership, and/or community engagement, as provided in the faculty member's SPE package, and should also be used to increase a faculty member's SPE rating.

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

Faculty can use either:

- All three Annual Evaluation Categories (Weighted or Unweighted) to come up with their average Annual Evaluation Rating for the last six years
- OR
- Two of the Annual Evaluation Categories (Weighted or Unweighted) to come up with their average Annual Evaluation Rating for the last six years
 - Faculty going through the SPE process

- a) For Faculty that wish to use all three Annual Evaluation Categories - Instruction, Scholarship, and Service - consistent annual ratings of a faculty

or 'needs improvement' (1) may be

provided below are meant to be illustrative of sustained performance, rather than an exhaustive list.

Because the SCCJ values empowerment and creativity, tenure-earning 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 six areas— collegiality, instruction, scholarship, service, academic leadership, and community engagement—as explained below.

- o Alternative Indicators can only be used to increase a faculty members SPE rating.

Collegiality:

The SCCJ believes that each faculty member's demonstration of Collegiality helps to foster a working environment that enhances the ability of other faculty members to further develop and prosper in the areas of instruction, scholarship, and service. Lack of Collegiality might inhibit such progress. While concrete indicators of Collegiality may be difficult to come by, daily interaction with colleagues throughout the last six years should easily be able to justify whether the faculty member going through SPE has helped to add to a positive working environment.

Instruction:

Teaching performance includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, practical experience, and supervising students (e.g. through Directed Independent Studies, Thesis Projects, scoring of comprehensive exams, etc.). Evaluation of teaching may include: consideration of effectiveness in imparting knowledge and skills; effectiveness in stimulating students' critical thinking (e.g.

Directed Independent Research) and/or creative abilities (e.g. Quality Matters certification of a course, Quality Enhancement Plans and/or OURI projects); the development or revision of curriculum and course structure; arranging and/or supervising internships; and/or contributions to program evaluation and/or development. The SPE Committee may take into account class notes, syllabi, student exams, assignments, online learning content, student feedback, publishing articles and/or books on instruction

values a

of achievements in academic leadership that surpass basic expectations of faculty members will be considered as an alternative indicator for SPE.

Community Engagement:

In 2015, President Kelly established the Community Engagement Executive Leadership Team and the Community Engagement Task Force. A statement on the University's web page on community engagement states that "Florida Atlantic University embodies a culture of strategic and collaborative community engagement that results in mutual benefit to the institution and the diverse internal and external communities that it serves." Furthermore, according to the

Florida Atlantic University, School of Public Administration

1. This policy document articulates for the School of Public Administration the Sustained Performance Evaluation Policy, as prescribed in the Provost's memo of October 3, 2016.
2. Teaching, Scholarship, and Service: The School of Public Administration expects tenured faculty eligible for Sustained Performance Review to maintain a level of productivity, quality, and professionalism consistent with the expectations of promotion to Professor. The

Florida Atlantic University, School of Social Work

b) Consistent annual ratings

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 social workers, public policy makers, program developers, and other consumers of social work research); demonstrating progress in research activities such as collecting data, developing manuscripts, pursuing funding for research and other scholarly activities; and mentoring junior faculty and/or students in research activities and collaborating in research with them. 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 scientific community, to the profession of social work, and to society in general.

Service:

Faculty members may demonstrate service to the School, College, University, professional social work community, 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 t

- b) 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 of 2.5 and above, but below 3.5 on annual evaluations for the SPE evaluation period).
- c) Three or more annual ratings of 'unsatisfactory' (2) or 'needs improvement' (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).
- d) A faculty member who received satisfactory (or higher) annual evaluations during four or more of the previous six years shall not be rated below satisfactory 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

for evaluating research may include, but not are not limited to: 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 urban and regional governing bodies and related entities, public policy makers, program developers, and other consumers of urban and regional planning research); demonstrating progress in research activities such as collecting data, developing manuscripts, pursuing funding for research and other scholarly activities; and mentoring junior faculty and/or students in research activities and collaborating on research with them. 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 scientific community, to the profession of urban and regional planning, and to society in general.

Service:

Faculty members may demonstrate service to the School, College, University, professional planning community, and community at large. Examples of service within the School, College,