

COA Policy
Performance Evaluations of Faculty

Date: September 1, 1998

TTU O.P. 32.32: Performance Evaluations of Faculty

A. INTRODUCTION

This document defines the procedures, guidelines and criteria for the evaluation of faculty in the College of Architecture. The document includes guidelines for annual merit evaluation as well as guidelines for tenure and promotion. The latter guidelines include procedures for soliciting faculty assessment in regard to tenure and promotion.

The mission statement of the college of Architecture is as follows:

The College of Architecture challenges and enables its members and collaborators to surpass their own expectations as they advance the quality of built and natural environments. The College is:

an international learning community;

engaging exemplary architectural teaching, research, scholarship, creative endeavor, and service;

educating its students for effective practice in architecture;

seeking to supplement sound training by nurturing the whole person within an understanding of architecture as a broad humanistic discipline;

producing leaders able to meet the demands of a changing profession, and whose technical skills will be complemented by personal vision, ethical persuasiveness and entrepreneurial drive.

To accomplish this mission, the Architecture faculty pursues a wide range of activities in teaching, research, design, and service. For its part, the University has a responsibility to provide a rich environment in which the members of the faculty can develop their full productive potential and achieve excellence in these areas. To maintain progress toward productivity and excellence, the University must also periodically assess the performance of its members and use those assessments as the basis for decisions regarding salary increases, reappointment, promotion and tenure. In all of these areas of a broad professional program in architecture the participation of each faculty member in cooperation with and among colleagues is essential to achieving this excellence.

The significance of these reviews requires that the criteria and standards upon which the assessments are based, as well as the procedures for the evaluations themselves, be founded upon broad agreement among the people affected. In particular, the

faculty must play a central role in developing the criteria and standards for the University as a whole as well as in establishing the goals, objectives and expectations of respective administrative units. Likewise, the individuals charged with implementing these policies must have a say in their formulation. In short, the creation of an effective system of evaluations must be the mutual responsibility of both faculty and administrators.

At Texas Tech University, general guidelines for the evaluation system are covered in OP 32.32 Vol. 1.

As a professional program regularly reviewed by a national accreditation board (the National Architectural Accreditation Board, or NAAB), a College of Architecture is different from more purely academic departments in that it incorporates professional training and real-world practice as well as scholarly theory and research. In this regard, architecture faculty are involved in a wide spectrum of activities that range from academic scholarship and writing, on one hand, to architectural design, creative work, and professional practice, on the other hand. The evaluation procedures that follow seek to allow for and support the diversity of activity that is meritorious in a university program like Texas Tech's College of Architecture.

B. ANNUAL EVALUATION FOR MERIT INCREASE

I. Background

In the College of Architecture, a merit evaluation procedure is required and the requirements and recommendations are presented in the University's Operating Policy and Procedure.

Each January, all faculty will meet with the Dean to review professional accomplishments for the current calendar year and to clarify professional goals and objectives for the following calendar year. The basis for this discussion will be the Annual Faculty Evaluation.

The merit evaluation procedure is directed by the Dean. In memoranda, he or she must remind architecture faculty of various evaluation deadlines and describe required materials and individual-faculty obligations. In turn, architecture faculty are responsible for providing satisfactory materials and for participating in meetings with the Dean. Failure on the part of architecture faculty to meet these responsibilities are grounds for evaluation penalties; these penalties must be documented in the narrative portion of the evaluation (see below).

In implementing the procedure that follows, it should be kept in mind that the Dean must provide each new tenure-track faculty member a general description of professional responsibilities at the time of the initial appointment. A change in any of these responsibilities should be confirmed in writing by the Dean after discussion with the faculty member.

II. Procedure for Merit Evaluation

a. Annual Faculty Evaluation

In December of each year, all faculty will provide the Dean with an Annual Faculty Evaluation, the main purpose of which is to outline the faculty members activities in the current year and his or her goals for the year ahead. As required by University OP 32.32, this document will be organized according to the three evaluative categories of teaching, scholarly and creative work, and service. These three categories are described in further detail below in Part III.

The Annual Faculty Evaluation should include two major sections:

1. Statement of Annual Activities
2. Goal Statement of the Coming Year

Each of these sections is discussed in turn.

b. Statement of Annual Activities

This statement describes the faculty member's professional activities for the current calendar year. The statement should be organized in terms of teaching, scholarly and creative work, and service.

In addition to listing activities, the faculty member should provide information on each activity's purpose, scope and time involvement – for example, size of classes, number of advisees, scope of committee work, stage of completion of scholarly/creative work, etc.

At the conclusion of each of the section on teaching, scholarly and creative work, and service, the faculty member should incorporate a brief narrative discussing how these activities compare with the goals in his or her goal statement for the year.

The statement should be accompanied by supporting materials – course outlines, teaching evaluations, student work, design work, publications, manuscript drafts, letter of information, etc. – documenting all activities.

Teaching is an integral part of faculty responsibility in the College of Architecture, and all faculty should provide evidence of teaching effectiveness.

Therefore, each faculty should provide at least two different forms of evidence for his or her teaching effectiveness. One of these forms of evidence should be student evaluations; the other(s) should be at the choosing of the faculty member (e.g., student work, class materials, student letters of support, etc.).

c. Goal Statement for the Coming Year

The second major part of the Annual Faculty Evaluation lists the faculty member's goals for the year ahead organized according to teaching, scholarly and creative work, and service.

These goals and objectives should be accompanied with an estimate of the share of time the faculty member plans to allocate to each area of activity during the following calendar year. The Dean will use these estimates in preparing each faculty member's end-of-the-year merit evaluation (see "the Dean's Merit Evaluation: below).

These estimates should outline anticipated courses to be taught, scholarly and creative work to be pursued, service to be preformed, courses to be developed, advising responsibilities, etc.

During the course of the year, a faculty member's goals and priorities may change – e.g., opportunity may arise to participate in a project that had not been foreseen at the start of the year, he or she may be asked unexpectedly to teach a certain course, new undergraduate and graduated advisees may be assigned, a design competition may be canceled, etc. As soon as possible, any such changes in workload plan should be specified to the Dean in writing and attached to the initial goals for the current year.

It is recognized that the relative emphasis placed on the three evaluative categories may shift from year to year and may vary over the course of the faculty member's career.

d. Annual Evaluation Meeting with Dean

In early January, each faculty member provides the Dean with an Annual Faculty Evaluation, supporting documents, and Goal Statement for the coming year. In February, the Dean arranges to meet with each faculty member to discuss those materials.

The faculty member reviews with the Dean the current year's accomplishments and goals for the year ahead. The Dean and faculty member will reach agreement on the coming year's goals and responsibilities. Any changes will be noted in letters of memoranda attached to the goal statement.

e. The Merit Evaluation

The Dean prepares a written evaluation of each faculty member. This evaluation is based on:

1. each faculty member's Annual Faculty Evaluation and supporting documents;
2. the faculty member's Goal Statement and any modifications shared with the Dean during the evaluation year.

The Dean's evaluation will be composed of two parts:

1. a succinct assessment of the faculty member's effectiveness in each of the three evaluative categories; this statement will include summaries of achievements and the evidence the faculty member has offered to support the achievement.

2. categories of “meets expectations,” “exceeds expectation,” and “fails to meet expectations.”

A copy of the Dean’s evaluation will be provided to each faculty member. Each faculty member signs a statement acknowledging the opportunity to review and discuss the Dean’s evaluation.

A faculty member who wishes to formally appeal an evaluation follows the procedure outlined in the University OP 32.32 Vo. 1. Before filing a formal grievance the faculty member should have shared the concerns in writing to the Dean.

f. Calendar for Annual Merit Evaluation

The calendar and requirements for the annual faculty merit evaluation procedure are as follows:

January Faculty members submit Annual Faculty Evaluation and supporting materials.

Jan-Feb Faculty member and Dean meet to discuss Faculty Evaluation, including goals and responsibilities for the calendar year ahead.

faculty Dean provides written evaluations to all tenured faculty members. The member signs the evaluation document in meeting with the Dean.

Mid-March research The Dean uses evaluation for consideration for merit-salary increases, support, academic awards, development leaves, and teaching and research awards. Evaluations submitted to Provost Office.

C. EVALUATION ACTIVITIES AND DOCUMENTATION OF FACULTY ACHIEVEMENTS

- (1) The University requires that evaluation categories be organized under the headings of teaching, (2) scholarly and creative activity, and (3) service.

Faculty in the College of Architecture are involved with these categories, which are used as the outline device for presenting the faculty evaluation and annual report. These three categories are described in turn. Following each description is a list of possible activities to be considered under each of the three general headings. This list is not all-inclusive; rather it is provided to serve as a reminder for the types of activities associated with each category. Faculty are free to add other related aims and achievements under the particular general category.

1. Teaching

Teaching is the fundamental mission of the University, and the college of Architecture. Teaching includes both undergraduate and graduate level advising, lectures, seminars, and studios. It includes development of curricula and appropriate content for courses taught, coordination of courses and cooperative interaction with and among colleagues.

Documentation forming the basis for evaluation can include course evaluations by students, course materials (syllabi, project statements, exams, etc.), awards, peer review, student accomplishments, publications or presentations of teaching innovation, etc. Provide only documentation which you judge to be pertinent.

Possible activities related to teaching:

Undergraduate Teaching;

- Assigned courses
- Assigned advising
- Course Coordination
- Contributions to General Education
- Preparation for course to be taught next semester
- Contributions to coordinated courses (writing project statements, lectures)
- Guest lecturer or critic (at Texas Tech or elsewhere)
- Design critic
- Dissemination of teaching innovations
- Other undergraduate teaching related activities

Graduate Teaching;

- Assigned courses
- Interim advisor for graduate student(s)
- Major advisor for graduate student(s)
- Minor advisor for graduate student(s)
- Member, Graduate Faculty
- Other graduate teaching related activities

2. Scholarly and Creative Activities

Creative work, be it professional, artistic, or scholarly, is fundamental to personal and departmental development. From a personal point of view, faculty expect the opportunity to engage in creative work. The College likewise expects that faculty are actively utilizing their time (exclusive of assigned courses) engaged in creative work. It is somewhat more difficult to define creative work, and the possibilities are wide-ranging. One key characteristic is that the work should be done with the intention that it can be made public in some way.

Documentation of the quality of creative and research activities includes its public dissemination (juried papers, publications, etc.), comments from peers, receipt of

awards or grants, as well as the judgment of work in progress by the Dean and/or peers.

Possible Activities in the realm of creative and research activities:

Scholarly work;

- Writing (books, articles, reviews, monographs, bulletins, etc.)
- Editing or reviewing articles, books, etc.
- Presentation of papers at conferences
- Submission of grant proposals for funded research
- Funded research activities
- Unfunded research activities
- Other scholarly and research-related activities

Creative work;

- Architectural design and building
- Exhibition of creative work
- Entering a competition
- Winning a competition
- Creative work in progress or completed
- Creative work featured or reviewed in a publication or other media
- Other activity related to creative and design work
- Juror for competition of exhibition
- Other professional activity

3. Service

Service is the application of knowledge and specialized skills to the benefit of the college, the university, the public, and the professions. Evaluation of service is based on level of leadership supplied and the quality of service rendered, and may require comments from those served, from committee heads, or co-workers as well as other forms of documentation as appropriate.

Possible Activities Related to Service;

Services to the University Committee:

- Chair of college or university committee or task force
- Member of college or university committee or task force
- Member, Faculty Senate or Graduate Council
- Other assigned or unassigned service to the college or university

Services to the Public;

- Written dissemination of professional knowledge or information through general interest publications
- Oral dissemination of professional knowledge or information through talks to civic, religious or private groups
- Consulting to local, state, national or international public and private groups
- Consulting to individuals or corporations
- Other public service which utilizes professional knowledge

Professional Service;

Office holder or committee member or chair of professional associations and learned societies (AIA, ACSA, AAUP, SAH, etc.)

Member of professional organizations at professional meetings or organizing the meeting itself.

Editorial work for professional journals or newsletter

ACSA Councilor

Honors or special recognition from organization or profession

Professional consultation

Other professional activities and services

Annual Faculty Review, (Date)
Faculty Member's Statement

Faculty Member

Department/Area

Due to Chairperson or Coordinator by _____

Indicate your major contributions in the areas of teaching, research, and other service in the University for the past calendar year. Add other information which you judge to be pertinent.

Use other side of page or add attachments as needed.

Teaching:

Research/Creative Activity:

List all proposals submitted and whether any funding was received.

Service: