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**FLORIDA ATLANTIC UNIVERSITY  
DOROTHY F. SCHMIDT COLLEGE OF ARTS AND LETTERS  
SCHOOL OF ARCHITECTURE  
ANNUAL EVALUATION PROCEDURES AND CRITERIA**

Joseph Choma, Director of the School of Architecture

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## 1. THE SCHOOL OF ARCHITECTURE ANNUAL EVALUATION CRITERIA

### 1.1 PURPOSE

This document defines overall expectations and procedures regarding Annual Evaluation for the School of Architecture. Annual Evaluation criteria focuses on achievements in the areas of **Instruction, Research / Creative Activity, and Service**. Standards need to be established in each of these areas that are clear and measurable and accurately reflect the current goals and objectives of the unit. Annual Evaluation procedures and criteria should be: 1) sufficiently clear to provide guidance to those whose careers will be judged by it and to those who sit in judgment, and 2) sufficiently flexible enough that it can change in response to changes within the discipline and the university.

### 1.2 COLLEGIALITY

All members of the faculty within the School of Architecture are required to demonstrate a commitment and ability to the University, College, and School through participation in collegial decision making and service as well as demonstrate willingness to abide by University rules and the outcomes of collegial decisions, as well as documentation of accomplishments. Collegiality includes abiding by College and School policies, attending Honors Convocations, graduations, and faculty meetings.

### 1.3 THE ROLE OF THE FACULTY

The School of Architecture acknowledges three broad areas of faculty activity.

These are:

- 1) Activities of **Instruction** include all of those endeavors by which a faculty member contributes to the learning and intellectual growth of the student. These include, among others: (a) teaching regularly scheduled classes; (b) instructional development activities (e.g., new courses, new approaches to existing courses); and (c) working with students outside of regularly scheduled courses (e.g., mentoring students, guiding graduate students in thesis or dissertation preparation, working with graduate and undergraduate students in DIS, internships, or other formats, and/or serving as an academic advisor for students).
- 2) Activities of peer-reviewed **Research and/or other Creative Activity** include all those endeavors leading to the creation of new knowledge and expertise. It includes the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline.
- 3) Activities of **Service** include all those endeavors related to the university (i.e., department, college, and university), the local community, public organizations, and the professions.

### 1.4 COMMUNITY ENGAGEMENT

Florida Atlantic University is committed to being a force for positive change in its various communities through its leadership and by leveraging the knowledge, expertise, and resources of the university along with those of the community in authentic engagement for mutual benefit.

Our role is to support the expansion, enhancement, and development of engaged teaching,

research/scholarship and service at FAU. We accomplish this by serving as a resource to assist faculty and students in developing, expanding, or participating in community engaged activities, programs or partnerships, and establishing a culture that values and rewards sustained community commitment and involvement.

#### Definitions of Types of Community Engagement

- 1) **Community Engagement:** The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity. It can involve partnerships and coalitions that help mobilize resources and influence systems and serve as catalysts for initiating and/or changing policies, programs, and practices.
- 2) **Community-Engaged Teaching/Learning:** A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students' academic and civic learning. Examples are experiential-learning courses such as academic service learning, field experience, co-op, internships, co-curricula, and independent study.
- 3) **Community-Engaged Research:** A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression aimed at contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.
- 4) **Community-Engaged Service:** The application of one's professional expertise in collaboration with the community that addresses a community-identified need and supports the goals and mission of the university and the community.

Source: Adopted from Virginia Commonwealth University's "VCU Community Engagement Terms and Definitions."

## 2. ANNUAL EVALUATION PROCEDURES

### 2.1 TIMELINE

February 1<sup>st</sup>: All full-time faculty members must submit the Annual Faculty Report and supporting evidence to the Director of the School of Architecture.

March 1<sup>st</sup>: The Director will return Annual Evaluations to the faculty. Faculty will then have an opportunity to meet with the Director to discuss the evaluation.

### 2.2 SUBMISSION GUIDELINES AND EVIDENCE

The faculty shall email a Word File version of the Annual Faculty Report to the Director of the School of Architecture. Additionally, the faculty will include all supporting evidence and documentation to supplement their Annual Faculty Report. Evidence can include: peer evaluations, SPOT evaluations, publications, grants, exhibitions, book contracts, awards notification, lecture invitations, or any other

document deemed appropriate according to the faculty. The Director reserves the right to request additional documentation or clarification on any reported activity.

### **2.3 MULTI-YEAR PROJECTS**

Multi-year research projects and creativity activities are common. Each member of the faculty is required to create a supporting document which outlines a simple timeline for each multi-year project. In other words, listing what phase of the project was completed during each year.

For example, a book project could take three to four years to complete. Here is a hypothetical example of an appropriate timeline or breakdown of different phases of a project. Please note: this is purely a hypothetical example, used to demonstrate what a timeline should look like. It is by no means an expected outcome.

#### **Title of the Book**

**Year 1:** Two sample chapters of the book were written.

**Evidence:** The sample chapters are included as supplemental supporting materials.

**Year 2:** An academic publisher was approached and the book went through a rigorous peer-review process. After successfully completing the peer-review process, a book contract was offered and signed.

**Evidence:** Book contract and supporting peer-reviews are included as supplemental supporting materials.

**Year 3:** Three additional chapters have been written and the complete manuscript has been submitted to the publisher.

**Evidence:** The three additional chapters are included as supplemental supporting materials.

**Year 4:** The full manuscript is edited by the Editor and the book is published. After the book is published, the book receives an external review within a journal. The book also has two academic adoptions.

**Evidence:** The complete book, the external review, and proof of the two academic adoptions are included as supplemental supporting materials.

Additionally, sometimes journal papers or book chapters could take more than a year to reach publication. If a paper is in “press” that progress will be recognized during the Annual Evaluation. However, full credit will be awarded to the faculty member after the paper has been published. This is to prevent confusion as to which year the publication should be credited for. In other words, a faculty member can not receive “credit” for the same publication for multiple Annual Evaluations.

### **2.4 CRITERIA**

The Director of the School of Architecture will rate each faculty member’s performance on the Annual Evaluation according to the same criteria matrix developed as part of the **School of Architecture’s Promotion and Tenure Guidelines**. These guidelines are included after section 2.5 WEIGHTED CRITERIA.

The following defines **Exceptional, Outstanding, Good, Needs Improvement, and Unsatisfactory**.

**Exceptional:** To achieve the rating of “Exceptional,” the faculty member must demonstrate truly extraordinary performance in the category under consideration during the review period. This rating should be reserved for recognition of achievements that far exceed expectations based on the faculty member’s assigned duties and that are demonstrably superior to those that would merit a rating of “Outstanding.”

**Outstanding:** To achieve the rating of “Outstanding,” the faculty member must demonstrate performance that exceeds expectations in the category under consideration during the review period. This rating should be reserved for recognition of substantive achievements that go above and beyond the faculty member’s assigned duties and that are demonstrably superior to those that would merit a rating of “Good.”

**Good:** To achieve the rating of “Good,” the faculty member must demonstrate meritorious performance in the category under consideration during the review period by fully attaining the high standards of performance expected of the faculty at Florida Atlantic University. This rating serves as a recognition the faculty member’s accomplishments have been commendable and that challenging objectives have been met.

**Needs Improvement:** To achieve the rating of “Needs Improvement,” the faculty member must demonstrate performance that does not meet expectations in one or more aspects of the category under consideration during the review period. The designation of “Needs Improvement” serves as an indication to the faculty member that future progress in this category is expected and that a Performance Improvement Plan will be developed to clarify standards and set a timetable for remediation

**Unsatisfactory:** To achieve the rating of “Unsatisfactory,” the faculty member must demonstrate performance that either egregiously fails to meet expectations in at least one aspect of the category under consideration or generally fails to meet expectations in several aspects of the category under consideration during the review period. The designation of “Unsatisfactory” serves as a warning to the faculty member that significant improvement is urgently required, that a performance plan will be developed to clarify standards and set a timetable for remediation, and that sanctions may be imposed if these standards and/or timetable are not met.

## **2.5 WEIGHTED CRITERIA**

All full-time faculty are evaluated annually. The Director of the School of Architecture will evaluate each member of the faculty according to the same criteria. Although the standard criteria is identical for all faculty members, the Director reserves the right to alter expectations based on the percentage of effort assigned to each faculty member during their Annual Assignment. For example, a faculty member with a 10% effort assigned to Research / Creative Activity will have a different expectation than a faculty member with a 70% effort assigned to Research / Creative Activity.

It is also important to mention, that if a member of the faculty demonstrates multiple examples of evidence in a particular category, then they may be evaluated according to a higher overall evaluation. For example, “articles in recognized peer-reviewed journals in the field” is considered evidence of Outstanding performance. However, if an individual publishes several articles in recognized peer-reviewed journals in the field, they may be evaluated as Exceptional instead of Outstanding.

| <b>EVIDENCE OF TEACHING AND INSTRUCTIONAL ACTIVITY</b> |   |  |   |
|--|---|--|---|
| <b>Indicators</b>                                      | <b>Evidence of Exceptional Performance</b>  | <b>Evidence of Outstanding Performance</b>   | <b>Evidence of Good Performance</b>   |
| <b>Curriculum</b>                                      | Leadership in development and implementation of a new degree program, to the point of accreditation, if applicable                        | Development and adoption of new for-credit course not taught elsewhere or extensive redesign of existing courses along highly innovative lines | Updating course materials in sufficient depth to reflect changes in the field         |
| <b>SPOT scores</b>                                     | Pattern of outstanding student evaluations in regularly taught courses.   | Pattern of above average student evaluations in regularly taught courses.  | Pattern of average student evaluations in regularly taught courses.                   |
| <b>Peer Evaluation</b>                                 |   |  | Presence of formative peer evaluation of the last two years of teaching               |
| <b>Recognition</b>                                     | Recognition via university or extramural teaching awards  | Recognition via College or Department teaching awards  | Pattern of teaching commendations   |
| <b>Doctoral Dissertation Supervision</b>               | Pattern of chairing doctoral committees where dissertation leads to special recognition   | Patterns of chairing doctoral committees or active participation in a doctoral committee   | Active participation in doctoral committees   |
| <b>Thesis Supervision</b>                              | Pattern of chairing thesis committees where thesis leads to special recognition   | Pattern of chairing thesis committees or active participation in a thesis committee  | Active participation in thesis committees   |
| <b>Mentoring Students</b>                              | Pattern of mentoring graduate and/or undergraduate students, resulting in identifiable professional results and recognition for students. | Pattern of mentoring graduate and/or undergraduate students  | Supervising Directed Independent Studies and/or internships                           |
| <b>Extramural Grant Funding for Instruction</b>        | Pattern of success in obtaining significant extramural funding/grants for instructional programs or activities                            | Obtaining extramural funding /grants for instructional programs or activities  | Obtaining small extramural grants/ contracts for instructional programs or activities |
| <b>Grant Submission for Instruction</b>                |   |  | Pattern of sustained efforts in grant writing and submission                          |
| <b>Interdisciplinary Instructional Activities</b>      |   |  | Pattern of interdisciplinary instruction  |

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| <b><i>Contribution to On-line Instructional Activities</i></b> | Pattern of extraordinary efforts in developing on-line instructional activities that have received recognition for accomplishment   | Pattern of participation in developing on-line instructional activities, including a course or courses offered entirely online   | Pattern of participation in instructional activities leading to introduction of web-based tools of content delivery and student learning outcomes assessment   |
| <b><i>Community Engagement</i></b>                             | <p>Pattern of sustained community engagement through service, course work as documented in reports, and/or service resulting in peer-reviewed publication, presentations and exhibitions, and/or changes to public policy or professional practice</p> <p>Community engaged teaching at the collegiate/university level</p> <p>Developing and delivering off-campus teaching activities, such as study abroad courses and experiences, and international instruction</p> <p>Pattern of developing and delivering international distance education courses for communities</p> | <p>Examples of community engagement through coursework as documented in reports and/or service resulting in peer-reviewed publication, presentations and exhibitions, and/or changes to public policy or professional practice</p> <p>Leadership position in professional, academic, and/or community organization</p> <p>Developing and delivering community-based instruction, such as onsite courses, clinical experiences, professional internships, and collaborative programs</p> <p>Sustained development or leadership position in delivering instruction to communities</p> | <p>Demonstrated community engagement in course work or other instruction</p> <p>Committee member or participation with professional, academic, and/or community organization</p> <p>Committee member or participation with professional, academic, and/or community organization</p> <p>Developing and delivering distance education courses</p> |

**EVIDENCE OF RESEARCH ACTIVITY**

| <b><i>Indicators</i></b>                | <b><i>Evidence of Exceptional Performance</i></b>   | <b><i>Evidence of Outstanding Performance</i></b>  | <b><i>Evidence of Good Performance</i></b> |
|---|---|--|--|
| <b><i>Scholarly Book/ Monograph</i></b> | Book(s) with a significant contribution to the field endorsed by a reputable press or external institutions | Edited book(s) or editor of published conference proceedings, publications endorsed by the academic unit or university |  |
| <b><i>Journal Article</i></b>           | Seminal articles in the most recognized peer-reviewed journals in the field                                 | Articles in recognized peer-reviewed journals in the field   | Scholarly articles                         |



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| <b>Textbook</b>                                   | Publication of widely adopted textbook in the discipline   | Publication of a textbook by a reputable press  | Publication of widely adopted and favorably reviewed instructional materials, including written materials, audiovisual materials, cases, and software |
| <b>Book Chapter</b>                               |  | Pattern of publication of chapters in a reputable press                                       | Published book chapter  |
| <b>Conference Proceedings</b>                     | A pattern of publication refereed by reputable national, international conference proceedings with very high impact.   | Pattern of publication in refereed reputable national conference proceedings with high impact | Pattern of publication in refereed conference proceedings   |
| <b>Citation</b>                                   | Very high frequency of citations by other scholars   | High frequency of citations by other scholars   | Citation of work by other scholars  |
| <b>Extramural Grants</b>                          | Pattern of success in obtaining significant extramural funding   | Pattern of success in obtaining extramural funding  | Success in obtaining extramural funding   |
| <b>Internal Awards/Grants</b>                     |  | Pattern of success in obtaining significant internal funding                                  | Pattern of success in obtaining internal funding  |
| <b>Grant Submission for Research</b>              |  |   | Pattern of sustained efforts in grant writing and submission  |
| <b>Journal Editorship</b>                         | Chief Editorship of important scholarly journal  | Managing Editor of important scholarly journal  | Editorial Staff Faculty (e.g. Book Review Editor, Computer Editor, Practice Editor) for scholarly journal   |
| <b>Editorial Board</b>                            |  |   | Editorial Board Member for important scholarly journal(s)   |
| <b>Manuscript Review</b>                          | High frequency peer-review work for granting agencies, leading scholarly journals, and university presses  | Extensive peer review work for granting agencies or publication presses/ journals             | Consistent peer review work for granting agencies or publication presses  |
| <b>Peer Recognition</b>                           | Pattern of being recognized by academic peers for scholarly achievement, awarding of prestigious fellowship/grant /research and other creative activity awards or other professional recognition | Singular academic awards (e.g., Best Paper in a journal, Best Paper at a refereed conference) |   |
| <b>Scholarly Presentations/ Keynote Addresses</b> |  | Plenary presentations at the top-tier conferences   | Presentation of scholarly research at International,  |

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|  |  | <p>Keynote Addresses at International, National, Regional and State Meetings</p> <p>Major addresses at a recognized university</p> <p>Invited with paid expenses to speak at International Conferences</p>   | national, regional, and state meetings  |
| <b><i>Interdisciplinary Research Activities</i></b>                |  |  | Pattern of interdisciplinary research activities  |
| <b><i>Mentoring Students</i></b>                                   |  | Pattern of mentoring graduate and/or undergraduate students resulting in a peer-reviewed article   | Pattern of mentoring graduate and/or undergraduate students resulting in identifiable professional results and recognition for students |
| <b><i>Mentoring Junior Faculty</i></b>                             |  | Pattern of extraordinary effort mentoring junior faculty resulting in significant identifiable improvement in research productivity  | Mentoring junior faculty resulting in significant identifiable improvement in research productivity                                     |
| <b><i>Community Engagement</i></b>                                 | Pattern of sustained community engagement resulting in securing of research funding, completion of intervention or survey research, peer-reviewed publications, awards, exhibitions and/or presentations | Demonstrated community engagement resulting in submission of research grant(s), completion of intervention or survey research, peer-reviewed publications, awards, exhibitions, technical or creative and/or changes to public policy or professional practice | Demonstration of community engagement resulting in technical report or peer reviewed publication  |
| <b><i>EVIDENCE OF CREATIVE ACTIVITY</i></b>                        |  |  |   |
| <b><i>Indicators</i></b>   | <b><i>Evidence of Exceptional Performance</i></b>  | <b><i>Evidence of Outstanding Performance</i></b>  | <b><i>Evidence of Good Performance</i></b>  |
| <b><i>Completed architectural projects (built and unbuilt)</i></b> | National/international juried/peer-reviewed award  | State juried/peer-reviewed award or a pattern of local juried/peer-reviewed awards   | Local juried/peer-reviewed award  |

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| <b>Architectural and design competitions</b>  | National/international juried/peer- reviewed award  | State juried/peer-reviewed award or a pattern of local juried/peer-reviewed awards  | Local juried/peer-reviewed award   |
| <b>Exhibited work</b>   | Pattern of public art commissions   | Solo exhibition or juried public art commission   | Juried group exhibition  |
| <b>Curatorial practice</b>  | Exhibition(s) at institutions of national/international standing or impact.   | Pattern of exhibitions at institutions of regional/local standing or impact.  | Exhibition at an institution of regional/local standing or impact.   |
| <b>Jury activities</b>  | Juror for a national/international institution or organization  | Pattern of jurying for state/regional institution or organization   | Juror for a state/regional institution or organization   |
| <b>Critically reviewed design work</b>  | Pattern of critical reviews of design work in a national/international publication  | Critical review of design work in a national/international publication  | Pattern of reviews in state/regional institution/organization  |
| <b>EVIDENCE OF INSTITUTIONAL/COMMUNITY/PROFESSIONAL SERVICE</b>   |   |   |  |
| <b>Indicators</b>   | <b>Evidence of Exceptional Performance</b>  | <b>Evidence of Outstanding Performance</b>  | <b>Evidence of Good Performance</b>  |
| <b>Professional Associations</b>  | Service on the board of directors of an international or national professional association  | Service on the board of directors of a regional, or state, organization   | Service on a committee or council of a regional, state, or local organization  |
| <b>Professional Conference</b>  | Service as chair of a national or international conference in the discipline, such as conferences hosted by ACSA, AIA, SARA, SAH  | Pattern of service as organizer or member of a conference committee hosted by professional, academic, and/or government agency  | Committee member or participation in conferences hosted by professional, academic, and/or government agency                        |
| <b>Mentoring Junior Faculty</b>   | Pattern of extraordinary efforts mentoring junior faculty in teaching and/or instructional activities resulting in significant identifiable improvement in teaching performance.            | Mentoring junior faculty in teaching and/or instructional activities resulting in significant identifiable improvement in teaching performance.                                       | Mentoring junior faculty in teaching and/or instructional activities resulting in identifiable improvement in teaching performance |
| <b>Institutional Contributions<br/>Program Coordination<br/>Administration<br/>Program Review<br/>Accreditation</b> | Program Director, Administrator, Coordinator of an academic unit achieving significant advancement of the instructional mission and goals of the Academic Unit, the College, and University | Program Director, Administrator, Coordinator of an academic unit with a pattern of initiative in promoting the academic mission of the academic unit, the College, and the University | Significant service in program review and accreditation activities of an academic unit   |

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| <b><i>Unit/College/University Committees and Governance</i></b> | To lead effectively in faculty governance, committee work, etc., and represent the college at the university level   | To lead effectively in faculty governance, committee work, etc., and represent the unit at the college level   | To participate effectively in faculty governance, committee work, etc.   |
| <b><i>Student Engagement</i></b>                                | Pattern of sponsorship or significant advisory service in national or international conferences hosted by student organizations  | Pattern of participation in regional conferences hosted by student organizations   | Pattern of participation in local conferences and events hosted by student organizations   |
| <b><i>Extramural Funding for Service-Related Activity</i></b>   | Pattern of success in obtaining significant extramural funding/ grants for instructional programs or activities  | Faculty to regional or county commissions, task forces, or boards<br><br>Pattern of service to major federal or state commissions, task forces, or boards  | Faculty to local commissions, task forces, or boards<br><br>Pattern of service to regional or county commissions, task forces, or boards<br><br>Speeches or (gratis) consulting for community and/or practitioner groups |
| <b><i>Civic Appointments</i></b>                                | Faculty to major federal or state commissions, task forces, or boards  | Faculty to regional or county commissions, task forces, or boards<br><br>Pattern of service to major federal or state commissions, task forces, or boards  | Faculty to local commissions, task forces, or boards<br><br>Pattern of service to regional or county commissions, task forces, or boards<br><br>Speeches or (gratis) consulting for community and/or practitioner groups |
| <b><i>Community Engagement</i></b>                              | Sustained pattern of recognized community engaged service, resulting in citations of the publication(s) and work, and/or changes to codes and regulations<br><br>International/national elected, or appointed position in a professional or academic association or organization | Demonstrated community engaged service resulting in peer-reviewed publication, awards, exhibition, and/or changes to public policy, standards, or professional practice<br><br>Leadership in professional, academic, and/or community organization, as chair of a committee or council | Committee member of a professional, academic, and/or community organization<br><br>Community-engaged service   |

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|  | Service on the board of directors of a national or international association or organization |  |  |
|--|--|--|--|

## 2.6 OVERALL EVALUATION

The overall evaluation will be determined based on a weighted percentage of effort of the three individual categories (Instruction, Research / Creative Activity, Service). The percentage of effort will be based on the Annual Assignment for each faculty member. For example, if two of the three categories are each 40% of that individual’s Annual Assignment and the third category is 20%, that third category will have half of the “weight” of the other two categories when finalizing the overall evaluation. This means one category evaluated at Exceptional, one at Outstanding, and one at Good, will not necessarily equate to an overall evaluation of Outstanding.

Additionally, the University makes a distinction between an overall Annual Evaluation and what it means to be in “Good Standing” within the University. Even if an individual receives an overall evaluation of Good that does not mean they are automatically in Good Standing. If an individual receives a Needs Improvement in at least one category, that means that individual is no longer in Good Standing. If this is the case, a Performance Improvement Plan will collaboratively be developed between the Director and faculty member.

## 2.7 SIGNING THE EVALUATION

The Director and the faculty member must both sign and date the Annual Evaluation. The faculty member’s signature only affirms the faculty member’s receipt of the evaluation. The faculty member has the right to submit a response to the Director’s assessment. In such cases, the faculty member’s response to the Director’s assessment will be filed with the Annual Evaluation.

## 2.8 NOTES

The evaluation criteria listed above are directly from the School of Architecture’s Promotion and Tenure Guidelines. It is important to mention that the matrix above is a guideline, not a strict rubric, to help in assisting in the Annual Evaluation process. In particular, the Director of the School of Architecture will look at specific evidence documenting accomplishments in relationship to the individual’s Annual Assignment. There will always be some room for interpretation. Additionally, there may be an instance where the criteria above does not accurately indicate the proper rating for a specific accomplishment. For example, a solo exhibition in a high-profile museum would be considered Exceptional, not Outstanding.

## 3.0 AMENDMENTS

Amendment of this document shall follow the same procedures for amending the School of Architecture Bylaws. Over time, the School of Architecture’s evaluation criteria may evolve or change. If there is ever a discrepancy between the Annual Evaluation Criteria and the School of Architecture’s Promotion and Tenure Guidelines, the School of Architecture’s Promotion and Tenure Guidelines will supercede the matrix in this document.

#### **4.0 ENACTMENT**

These policies will take effect after approval, by the majority of the faculty of the School of Architecture.

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APPROVED BY THE FACULTY OF THE SCHOOL OF ARCHITECTURE  
24 OCTOBER 2023