

**SUSTAINED PERFORMANCE  
EVALUATION POLICY:**

**Florida Atlantic University, School of Urban and Regional Planning**

**INTRODUCTION**

Sustained Performance Evaluation in the Florida Atlantic University School of Urban and Regional Planning promotes the mission and goals of the School of Urban and Regional Planning, the College for Design and Social Inquiry, and the University in relation to teaching, research, and service. Implementation of this policy provides accountability to FAU peers, administrators, and students, while also recognizing the principles of academic freedom and professional urban and regional planning practices.

The 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 full 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 professor as either:

- Exceeding expectations,
- Meeting expectations, or
- Failing to meet expectations.

**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:

- a) Consistent annual ratings of a faculty member on annual evaluations as 'exceptional' (score 5) and '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).
- 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 below are meant to be illustrative of sustained performance, rather than an exhaustive list. Because the School of Urban and Regional Planning values empowerment and creativity, 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, and service—as explained below.

#### Teaching:

Teaching performance includes effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment, demonstration, practical experience, mentoring junior faculty in teaching, and direct 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; training and working with the public or private sector; contributions to the accreditation and reaffirmation processes of

the Planning Accreditation Board (including the self-study and ongoing program evaluation); and adherence to accepted standards of professional behavior in meeting responsibilities to students and the field of planning (including the American Institute of Certified Planners Code of Ethics irrespective of certification). The SPE Committee may take into account 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 take into account 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.

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 Urban and Regional Planning values a broad range of research, including qualitative, quantitative, policy, basic, and applied research. Criteria 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, 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 partnerships with governmental and related agencies and professionals, service to professional planning and related associations, advocacy for the profession, and other

activities that contribute to the profession of planning. Service to the community includes community-based education, participation in planning 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).

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The School of Urban and Regional Planning 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 manners. 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 and teaching). The Sustained Performance Evaluation process is designed to promote and acknowledge the individual strengths of faculty, while also providing a system of accountability.