Faculty Performance Guidelines FINAL October 1, 2019

School of Architecture Faculty Council

Overview

This document includes guidelines for annual review of faculty performance in the School of Architecture. The guidelines addresses three broad categories: teaching, research, and service. Each category has a rubric that includes a wide range of activities and accomplishments, plus criteria for levels that meet expectations, or fall above or below. These criteria are for full time faculty whose time distribution is 40 percent teaching, 40 percent research, and 20 percent service. The review of performance for faculty with other time distributions will need to adjust accordingly.

Annual Review vs. Promotion and Tenure Review

In the review process, it is important to note the distinction between review of annual performance and review for promotion and tenure. One distinction between these two types of reviews lies in the difference between activity and accomplishment. Activity means doing things, while accomplishment means receiving recognition for original contributions and their impact. Annual review considers both activity and accomplishment, while promotion and tenure review considers only accomplishment. Consider the example of a faculty member submits a proposal to a granting agency, and the proposal is not successful. Writing proposals is an important research activity, and would count positively in an annual performance review; however, it is in not an accomplishment, and would not count positively in promotion and tenure review. The same would be true for a faculty member submitting an unsuccessful entry to a design competition.

Because of this distinction, a series of positive annual performance reviews does not guarantee a positive promotion and tenure review. A promotion and tenure review considers only accomplishments, and considers them with respect to a multi-year body of work and its impact. Promotion and tenure review also includes the assessments of external voices from tenured faculty at other universities. In contrast, annual performance review focusses on a single year, and accounts for activities as well as accomplishments. Ideally, a faculty member and their department chair use the annual performance review process to guide activities toward creating a body of accomplishments that supports the goals of both the faculty member and the department, including successful promotion and tenure reviews.

Using the Rubrics and Comment Areas

Each rubric lists a wide range of activities. Faculty should identify those items that most closely correspond to their activities for the year, and then use the comment area to describe and explain the details for each. Faculty who find that a noteworthy activity of theirs is not listed in the rubric should use the comment area to describe the activity and explain its relevance including the relative weight such activity should be given

Teaching

1 **Does not meet expectations**	2 **Partially meets expectations**	3 **Meets Expectations**	4 **Meets high expectations**	5 **Exceeds high expectations**
Attains none of the "Meets expectations" criteria and:	*Attains only 1 or 2 of the "Meets expectations" criteria*	*Attains 3 or more of the following:*	*Attains "Meets expectations" plus 2 or more of the following*	*Attains 3 criteria for "Meets high expectations" and 1 or more of the following:*
Is the subject of persistent, substantive negative reports, documented by the Chair, regarding instructional effectiveness. Is the subject of persistent, substantive negative reports, documented by the Chair, regarding improper conduct.		Meets expectations for teaching effectiveness through the careful development of course syllabi and assignments Evidence of regularly re-designing and refining course materials. (Include evidence of revised syllabi in submission.) Evidence of incorporating suggestions for teaching improvement, from Dept Chair, Dept faculty curriculum mtgs, student evaluations, etc Participates in professional development related to teaching (e.g., attends on-line training, conference or workshop on diversity) Communicates with and is readily available to students during regularly scheduled	Makes significant changes and improvements to a course to increase effectiveness (e.g., technological innovation, flipping a face-to-face class, changing instruction to accommodate course size increases) Exceeds expectations for teaching effectiveness through the careful development of course syllabi and assignments, or the high quality of student outcomes in a course. Takes on a significant teaching load as evidenced by the total number of student credit hours taught Implements a new course Provides evidence of peer-input on teaching, such through the Center for Teaching Excellence (e.g.,	Leads or plays a major role in launching a curricular initiative Implements multiple new courses Receives award or official recognition for teaching Exceeds high expectations for teaching effectiveness through the ongoing careful development of course syllabi and assignments, or the outstanding quality of student outcomes in a course. Leads professional development at the program, department, school or university level related to teaching (e.g., instructional strategies, incorporation of diversity)

		office hours to discuss academic matters. Serves on one masters thesis or one PhD committee Serves in two reviews in SARC courses or gives two guest lectures Supervises and mentors two to four TAs with structured learning experiences Teaches 1 independent study Provides evidence of improving teaching by incorporating suggestions about teaching from Dept Chair, Dept. faculty curriculum discussions, student evaluations and/or in relationship to student outcomes	observation of a class; peer review of course materials, including online courses) and indicates changes made as a result Receives a grant for a teaching project Promotes graduate student achievement by mentoring students on professional or scholarly activity Serves on at least two masters theses or at least two doctoral committees Participates in one or two external (other than A School) significant reviews or lectures Teaches 2 independent studies Mentors a visiting scholar	

Research

1 **Does not meet expectations**	2 **Partially meets expectations**	3 **Meets Expectations (Satisfactory)**	4 **Meets high expectations**	5 **Exceeds expectations (Exemplary)**
Does not meet any of the "Meets expectations" criteria	*Attains only 1-2 of the "Meets expectations" criteria*	*Attains 3 of the following criteria*	*Attains "Meets expectations" plus 2 or more of the following criteria*	*Attains criteria for "Meets high expectations" (MHE) plus 1 of the following, or exceptional performance in 1 MHE criteria*
		Presents 1 paper at a national/international peer-reviewed conference or symposium

Publishes 1 refereed article or refereed book chapter in an edited anthology (may be in press for non-tenured faculty)

Receives a design commission and makes substantial design progress Submits an entry in a significant design competition

Receives an external critical review of a speculative design or design competition entry

Designs, curates and mounts a traveling exhibition about one's own work with | Publishes 1-2 additional peer-reviewed articles or book chapters

Receives contract for book manuscript, and continues making major progress on major book publication

Publishes a book

Edits (with authorship of substantial introductory essay) and publishes a peer-reviewed anthology

Receives design award for design commission or speculative design, at local or state level

Delivers: 2 or more papers at national/international conferences, or an invited talk for a speaker series, or an invited scholarly keynote | Publishes a single-author peer reviewed book by a academic/university press or equivalent

Receives national award recognizing research and scholarly accomplishments (eg from AIA, APA, ASLA, SAH as well as outside organizations)

Receives international award recognizing lifetime research and scholarly accomplishments

Receives design award for design commission or speculative, at national or international level

Supports 3 or more graduate students' tuition, or a post-grad salary through funded research grant |

		associated gallery notes that is critically review by others Designs, curates and mounts a traveling exhibition on any topic with associated gallery notes and hosts related symposium Serves as a PI or plays significant role on 1-2 grants, and submits at least 2 proposals for internal UVA funding Submits at least 2 grant proposals for internal(UVA) or external funding Disseminates scholarship regularly to professional and/or lay audiences through non-refereed media (eg Social media, blogs, testimony, editorials) Undertakes major unbuilt speculative design project and presents it at a refereed conference or symposium Conducts ongoing research, data collection, field work and analysis leading to a major book publication Advances a year-long project equivalent to a journal article, book chapter or book	as a national/international conference Provides leadership as a PI/co-PI for an ongoing significant internally-funded or externally-funded grant Receives recognition or critical review of product equivalent to publication, such as a digital application or video with research and creative applications Supports 1-2 graduate student's tuition as an RA through funded research grant Provides a semester or an academic year personal salary buyout, through an external grant, for research purposes Awarded a design or technology patent	Garners national or international media attention for research findings or design accomplishments

Service				
1 **Does not meet expectations**	**2** **Partially meets expectations**	**3** **Meets expectations**	**4** **Meets high expectations**	**5** **Exceeds high expectations/exemplary service**
Does not attain any of the criteria for "Meets Expectations"	*For Assistant Professors (10% service appointment) attains only 1 of the criteria for "Meets Expectations"* *For Associate Professors (20% service appointment) attains only two of the criteria for "Meets Expectations"* *For Full Professors (30% service appointment), attains only three of the criteria for "Meets Expectations"*	*For Assistant Professors, attains at least two of the following:* *For Associate Professors, attains at least three of the following:* *For Full Professors, attains at least four of the following:*	*At all ranks, attains baseline threshold for "Meets Expectations" plus 2 or more of the following:*	*At all ranks, attains baseline threshold for "Meets High Expectations" and 1 or more of the following* *OR* *Fulfills 4 criteria in "Meets high expectations" (previous column)*

		Departmental/School Service Actively recruits prospective students through service on admissions committee or participation in local admissions office events Serves as an advisor/ mentor for undergraduate and master's degree students (indicate official advisees)	**Departmental/School Service** Actively recruits prospective students through participation in off-site admissions office events -List location and date of off-site event Serves as Departmental Chair and meets expectations of the role	**Departmental/School Service** Provides exemplary leadership while filling a demanding School-wide role (e.g., chairing faculty council, chairing school PTR, chairing department) **Service to the University** Serves as Chair or leader of a University-level committee (e.g., Faculty Senate, PTR, IRB) and

| | | Regularly contributes when asked to carry out specific functions (e.g., serving on panel, doing brown bag presentation, representing SARC at outside meeting.)

Participates actively in department governance and/or administration (i.e., contributes to decision-making and program planning/revision/change.)

Service to the University
Serves as member on time-limited or ad hoc committee (e.g., Strategic plan; Emmet/Ivy Study; historic preservation; Office of Architect convened committee)

Service to the Academy
Reviews at least 2 manuscripts in calendar year for peer-reviewed journals or one book manuscript for an academic publishing house.

Acts as an abstract reviewer / session proposal reviewer for at least one academic or practitioner conference

Service to the Community
Contributes to partnership service project at local, | Serves as program director for degree or certificate program and meets expectations of the role

Leads a SARC Center or Institute with verifiable progress toward center's goals (e.g., grants, events)

Serves on School Committee (e.g., Faculty Council, PTR) and participates actively in that role

Service to the University
Serves on a standing university committee (e.g., PTR, Faculty Senate)

Chairs a standing university sub-committee (e.g., within Faculty Senate, university PTR)

Serves on search committee for another school

Service to the Academy
Reviews at least 4 manuscripts for peer-reviewed journals or 2 book manuscripts

Acts as an organizer or committee chair for a state, national, or international academic conference | meets expectations of the role

Leads major initiative in connection with multiple schools addressing pan-university goals (e.g., international programs, service programs, pan-university degrees, a pan-University Institute)

Service to the Academy
Edits or co-edits top peer-reviewed journal – provide name of journal

Service to the Profession
Serves as elected president or officer on board of major state or national professional organization (e.g., APA, AIA, etc.) |

| | | regional, state or national level
-Briefly describe the project in which you participated and role

Serves on standing or ad hoc committee associated with local government, NGOs, or other community entity (e.g., BAR, planning commission, PLACE Design Task Force, etc.) | Serves as organizer of sessions or panels for annual academic or professional conference

Actively participates in leadership of a national level organization or scholarly society (e.g., serves as an officer)

Serves as an editorial board member/associate editor for scholarly journal and/or university press

Edits or co-edits peer reviewed journal – Provide name of journal

Service to the Profession
Chairs a committee for a state, national or international professional association

Serves on an external review team for accreditation of another professional program

Serves on a review board for federal or foundation board grants

Serves as an external reviewer for promotion/tenure dossier
-Indicate field and university | |

			Service to the Community Leads a partnership service project at local, regional, state or national level -Briefly describe the project in which you participated and your position as a leader	