

**The
Evaluation and Review
of
Landscape Architectural
Faculty**

**The Results of a Survey
of
Schools of Landscape Architecture**

**by
The Landscape Architecture Program
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Introduction

In an age of tightening budgets and heightened public scrutiny, it seems that nearly all institutions and most positions are continually under review. In the business community such reviews are somewhat easier and more direct since there is a profit motive and economic criteria. Production, sales and marketing can often be measured directly in raw dollars. If an individual or an entity is not developing products at an appropriate rate or cost or if it is not generating sufficient income, it is often rather obvious and relatively easy to recognize and measure. Most private "downsizing", retrenchment, cutbacks and layoffs are based on some form of measurable evaluation and review techniques.

In governmental entities, at all levels, it is somewhat more difficult, but not impossible to evaluate and measure because activity relates to appropriations in assigned periods. If an agency is not serving user needs or if an employee is not performing to an acceptable level, it is more difficult to ascertain or evaluate since there is no direct profit or economic measuring device. With the increasing demands for downsizing government agencies and for more services for each tax dollars this will become much more necessary. Even in these government agencies, it is possible to identify clearly either the outstanding or obviously underachieving employees or programs. Where the difficulty arises in public entities, at all levels, is with the great number of employees or programs in the middle category in which they are obviously not extremely good or very bad. An entire science has grown up around the best methods and techniques for measurement of public employees, projects or programs. There is a necessity to prepare very clear criteria to differentiate between the subtle nuances of one staff person or another or between one public program or another. This sharpening of techniques is becoming much more necessary, prevalent and sophisticated as budgets become tighter and as government is trimmed in size and scope.

Evaluating and review will increasingly become more a fact of life in years to come. Everything

The distribution:

and everyone will be reviewed, tested and examined as to their productivity, efficiency and effectiveness. New tools and techniques will be prepared and tested for doing this and in fact new experts and services will arise to help perform these services. Industry and commerce will increase what they have done in the past as competition becomes truly global. Public service will come under greater scrutiny and even education will be examined as it has never before.

Throughout history, one of the basic tenets in education, at all levels, has been testing, evaluation and grading. There is no way for either the student or the teacher to know how much of the content is absorbed, in any instruction, without some sort of examination process. In fact, the educational community is far ahead of either the private or the rest of the public sector in a knowledge of how to test, grade or evaluate. Often both the teachers and the taught fear and dread this part of the pedagogical process. Millions of dollars and hours are spent each year on examining and reviewing the testing process methodology and vehicles. How to examine and test students fairly and accurately without bias or prejudice is a constant question which needs to be answered by both educators and educational administrators.

While all of this has been taking place to an increasing degree, at all levels of society and in education, an even more complex sort of review is taking place, with much less sophistication, at another level. That is, how do you evaluate the effectiveness of those who teach? How can they be graded or evaluated? With shrinking resources, measuring education budgets and a greater sense of accountability by all instructors it is necessary to ascertain the effectiveness and efficiency of all of those who teach. That problem is far more complex, than examining students, because the constituency of any teacher is manifold rather than unitary. Any student generally answers to themselves (and at times, to their parents). The teacher, instructor or professor answers to:

the student,
other faculty members or teachers,

educational administrators, and ultimately the consumers of their products - students. Though it is seldom evident, the teacher has an ultimate responsibility to the students in their charge. It has been said that "If there is no learning, there is no teaching." Therefore, one measurement of the effectiveness of an educator is to ask those who are being or have been taught. Someone has said that the best time to ask the students to evaluate any educator is after the students have been out of school for five or ten years. In this way they will have a better perspective as to what they had learned and the effectiveness of their educational experience.

Each single educator is a part of an overall educational system or program. The strength or weakness of individual teachers will affect those around them. The poor work of a weak teacher will have to be compensated for by other faculty. The outstanding work of a great teacher will significantly strengthen those with whom they teach. Because of that, one other method of evaluating the work of any single educator is through peer review. That is, the evaluation by those around them who know and understand the conditions under which they teach and the students they jointly educate. Even though there are some problems of competitiveness and personalities in such reviews, it is one other method in the total spectrum of assessment tools.

A final method of determining the relative ability of any teacher is by the educational administrator responsible for a number of teachers in an entire program or educational division. This responsibility is the most obvious and has been done, in one form or another, since pedagogical activity was initiated in pre-history. Because there are innumerable methods of doing this, many formulae, questionnaires, matrices and tabulation devices have been prepared and used. Any specific method is most appropriate for specific situations, disciplines or personalities. In the university setting, many specific disciplines have prepared their own faculty measurement devices. These would be most able to indicate the success in meeting the needs for training future professionals or practitioners in any specific area or field.

The basic questions which need to be answered are: Who reviews?
What do they review?
How do they do it?

Faculty members, courses, curricula, facilities, methodologies and outcomes all need to be reviewed from many different perspectives. However, this needs to be done most efficiently and effectively so as not to be construed as harassment, prying or excessive control and a dictatorial approach to educational activity. Therefore in order to improve the work of everyone, it seems advisable to share experience between the schools so that there is not a continual "reinvention of the wheel" by each school or program in any given field or discipline. There are certain commonalities in professional education in any field, there are also uniformities between all colleges and universities in terms of administration, bureaucracy and procedures. But there are distinctive differences from school to school or place to place which must be accepted and recognized.

In the profession of landscape architecture, the first Committee on Education was organized in 1910 by the American Society of Landscape Architects, some 11 years after the founding of that organization. In 1928, the first standards for the evaluation of educational programs were developed by that same organization and these contained a call for the evaluation of faculty effectiveness. In the intervening years, there have been efforts by the various educational programs to continue to find the most effective methods for measuring faculty competence. However, to date there has been no collection or organization of these devices used either by students, by peers or by university administrators in this profession. This, then, is the first attempt to do just that and it has involved four phases, which were:

the development of the questionnaire,
the distribution of the survey,
the response by the schools, and
the evaluation and review of the responses.

The questionnaire:

The research document was divided into three

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parts, which were:

- (a) Questions dealing with student evaluation of faculty
- (b) Questions dealing with peer review of individual faculty members,
- (c) Questions dealing with the way in which university administrators reviewed the work and contributions of individual faculty members.

In each case, examples of the criteria and forms used to evaluate the faculty members were asked to be included. As an adjunct, the question was asked in each section concerning the distribution of the completed evaluation forms and materials. That is, were they made widely accessible or was their distribution limited to the individual faculty member and the relevant administrators. This would make all of the difference, since reviews will be much more frank and honest if only the faculty member will see it. If students, other faculty members and many others will have access to such data, then the language may be more restrained and less frank, blunt or honest. This was also a factor in influencing reviewers at other levels, as well. If student evaluation sheets on a particular faculty members were available in a library, then there would be a tendency for students to go back and look at the reviews from previous years in the same course or faculty member. By the same token, the peer review data may prove embarrassing to a particular faculty member. In the same way, a negative review by an administrator may be handicapping to a faculty member if were to be made known to other faculty members or to students. Therefore the prospective distribution will have an impact on what is said in many review documents and exactly how it is stated.

This questionnaire was by no means definitive but it was meant to elicit a response to the basic questions and to solicit the documents now used for review. In doing that it was at least partially successful because for the first time in the history of education in the profession, this material has been collected and analyzed.

The distribution:

Copies of the questionnaire and a cover letter (as contained in the Appendix A) were sent to the directors, heads or coordinators of all of the landscape architectural programs in the United States and Canada. The time for the return of this material was extended in order to allow for the return of as many responses as possible over the summer when the administrators had more time and were less pressured than during the academic year. The list of names and addresses of those to whom this material was sent are included in Appendix B of this report.

The response:

Out of 70 questionnaires sent out, a total of 14 were returned, which was a 20% response. This was not as great as was expected, but it was a valid sample from which to develop some guidelines and insight. The schools which responded were:

Cal Poly - San Luis Obispo
Cornell
Kansas State
Mississippi State
North Carolina State
Oklahoma State
Penn State
Purdue
State University of New York-Syracuse
University of Georgia
University of Kentucky
University of Texas at Arlington
University of Toronto
Utah State.

The amount of submitted material varied with each school most submitted the necessary background material and completed the questionnaire form.

Hopefully, this will be the first of many such studies which will, in time to come, improve the way in which landscape architectural faculty members are evaluated and reviewed.

Gary O. Robinette,
Associate Professor

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Student Evaluation of Faculty

Students, obviously, have a completely different view of what they need or want from instructors than do administrators or even other faculty members. The view of students is somewhat more focused in time and in scope. They want technical competence, exposure to the profession, fairness, assistance, guidance and understanding of their needs, problems and shortcomings. They generally have little reason to be concerned with the research, administrative, continuing education or public service activities of the individual faculty member. The students often view any teacher as to the way in which that instructor meets their perceived needs in a particular class.

Most universities have some mechanism to enable students to evaluate faculty members who teach their classes. Some of these are administered by the students or student organizations while others are initiated and monitored by the administration of a program or a school. If they are student initiated and managed, the results may be made available as the students deem advisable and necessary. They can be widely published, could be put in a library or be provided to future students in the same course. If the student questionnaire is initiated and managed by the university or the school administration then the distribution and dissemination of the results is somewhat more controlled and restricted. Often, it is limited to the individual faculty member and the immediate program or school administrators. It is seldom widely distributed and is meant to guide the individual faculty member in improving the course in subsequent years. It also helps the program or school administrator evaluate the teaching strengths and weaknesses of an instructor or in a course as perceived by the students.

One of the inherent problems in any student evaluation of faculty has to do with the "revenge factor". If a student has not done or is not doing well in a specific class or if there is a feeling that there is any form of favoritism for or against the student, such a questionnaire is often the only or at least, the most accessible means of "punishing" any teacher with whom the student may have a

difference. In the faculty grading of students there are more checks and balances than there are in the student evaluation of faculty. Conversely, some faculty members may "play to the students" in order to gain a superior rating each year from those in a class. This is especially true with untenured faculty seeking to use such a rating to help gain tenure or advancement. Nevertheless faculty evaluation by students does serve an essential function in reality testing for faculty and provides the opportunity to express their perceptions and feelings while they help to improve the classes they have just taken.

Components of Student Evaluation Instruments

The exact categories and even the precise terminology may vary from school to school but certain salient features were able to be identified as core elements of all such student review exercises. The undifferentiated and complete listing of all of the components of all of the student evaluation forms submitted as a part of this study included the following items:

- Student characteristics
- About the course
- Course content and structure
- Goals or objectives
- Exams or grades
- Assignments
- Course objectives
- Attitude
- About the instructor
- Instructor performance
- Team teaching
- General method
- Laboratory and studio section
- Interaction
- About the textbook/tutorial
- Media, film, television, etc.
- Concerns
- Student interest /involvement in learning
- Respect and rapport
- Broadening student outlook
- Usefulness/relevance of content
- Discussion
- Teaching methods used in this course

Organization/preparedness
 Communication
 Clarity and effectiveness of presentations
 Teaching/learning of relationships and concepts
 Providing help as needed
 Providing feedback to students
 Stimulation
 Explanation
 Evaluation
 General student perceptions
 Instructor-supplied items
 Availability of a syllabus
 Test and criteria returned promptly
 Appropriate lectures
 Adequate discussion
 Relevant reading assignments
 Instructor readily available
 Critical thinking encouraged
 Appropriate amount of work
 Student evaluation methods adequate
 Teacher stimulates interest
 Organized teaching material
 Objectives appropriate
 Teacher's effectiveness
 Clear goals and objectives
 Well prepared instructor
 Effective explanation
 Interested in having students learn
 Stimulated your thinking
 Fair grading procedures
 Increasing student desire to learn
 Catalog reflective of course content
 Course adhered to objectives
 Reading assignments
 Course projects were well conceived and timed
 Course expanded knowledge, attitudes and skills
 Facilities, resources and equipment evaluation
 Course items
 Instructor items
 Learning outcomes
 Instructor evaluation
 Course organization clearly presented
 Content organization
 Learning objectives
 Evaluation & grading methods
 Course components

Handouts
 Discussion time
 Work guidelines
 Hands-on project time
 Field trips
 Reading assignments
 Demonstrations
 Guests
 Deadlines
 Quizzes
 Exams
 Critiques, reviews or juries
 Papers
 Teaching assistant
 Textbook/course packs
 Rank the instructor
 Review the course
 The course
 The instructor
 Studio class evaluation
 Instructor availability
 Positive atmosphere
 Instructor preparation
 Course content and structure
 About the course
 Broadening student outlook
 Teaching/learning of relationships and concepts
 Provided help as needed
 Providing feedback to students
 Instructor performance
 About the instructor
 Clarity and effectiveness of presentations
 Accepting of individual differences
 Respect and rapport
 About the textbook/tutorial
 Laboratory and studio section
 Goals and objectives
 Usefulness/relevance of content
 Discussion
 Exams and grades
 Assignments
 Media
 Team teaching
 General method
 Course objectives
 Organization/preparedness
 Attitude
 Communication
 Interaction

Essence of the Student Evaluations:

Landscape architectural clients can be divided into those who pay for design services (the *de jure* clients) and the users of the services (the *de facto* clients). A park board may pay for design services for a particular playground, though most of them will never use it, though their children may. They are the legal (*de jure*) clients who pay the bills, not necessarily the users. On the other hand many people may use that park or playground after those who approved the design may leave office or even after their death. These users are in fact the "real" (or *de facto*) clients on any project. In much the same way the students are often the real clients (or *de facto* clients) of most of the educational efforts in the teaching aspects of educational institutions. On the other hand, the educational administrators are the *de jure* clients who are responsible for managing the funds supplied by the students, by local governing bodies or by alumni to hire, promote and retain the faculty responsible for providing educational services. They are the ones who hire, fire, retain, promote and reward the individual faculty member.

There are two distinct approaches to student evaluation, the first of these is an evaluation of the total course package, the second is where the students evaluate only the performance of the faculty member, apart from the rest of the course offering. In the student questionnaires which were submitted there were five major divisions on at least one of the student evaluation documents, these were:

- The student - a profile of those answering the survey,
- The course - content and structure
- The instructor - performance and teaching competence
- Text/resources - supplementing the instruction
- Equipment and facilities - provided for the class.

In this overview, the exact wording may vary, but, in one form or another, all of the above elements may be grouped into one or more of these categories. Some of the submitted questionnaires represent university-wide, standardized forms while

others relate to a particular school or division of the larger campus and some represent only landscape architecture or the specific program. These are generally much more focused and directed while the university-wide questionnaires are much more general, but they do equate the landscape architecture courses or instructors to those of other courses or programs available or taken on a specific campus or in a specific educational system.

Some of the submitted material related only to the lecture classes while others were modified to include studios or laboratories as well. This is generally much more helpful in landscape architectural curricula since the studio is a very important part of the educational process, especially in the undergraduate programs. The studio is unlike a chemistry or physics laboratory section because of the constant interaction between the student and the faculty member through critiques over the drafting table. Someone who can effectively teach a lecture class, prepare the necessary audio-visual materials, develop examinations and assign readings may not be able to teach a studio course as effectively. The instructor who has the skill and the patience to conduct desk critiques, motivate designers and demonstrate the most effective drawing, analysis or communication techniques is unique and may not be able to develop and conduct dynamic and stimulating lectures. Since the dichotomy of teaching techniques does exist in the design professions it is most relevant in professional education in landscape architecture. Therefore the schools which recognize the unique pedagogical techniques of this field are most often the ones which measure this full range of teaching capability in the most effective way.

Each school uses a somewhat different method for the students to evaluate either the course or the instructor. There is no way to ascertain which method is the most efficient or effective, but it is helpful to review the full range of what each of the schools have done or are doing. There will never be a truly uniform review device for the use of all students to review all faculty members in all schools of landscape architecture, but sharing of information will help all schools to improve the measurement devices used by students to measure or evaluate the work of their instructors.

Specific Evaluation of Faculty Members

Within each student evaluation instrument is a specific section dealing with the effectiveness of the faculty member. Some methods only contain that as a part of the overall review, as mentioned previously, while others only consist of this very narrow segment of an overall course. Generally these were covered in at least eight specific categories, which were:

Instructor knowledge of the subject matter,
 Organization of and preparation for the course,
 Presentation and communication of the material,
 Concern for and sensitivity to the students and their needs and limitations,
 Instructor challenge and stimulation of the students mind and attitude,
 Appropriateness of the evaluation methods and techniques,
 Overall effectiveness of the instructor.

Within each of these there were a number of different methods of expression or variations in posing the question in the student evaluation instruments. Some of these various options in these specific categories are outlined below:

Instructor knowledge of the subject material,
 "Demonstrated thorough knowledge of the subject,"
 "How well was the teacher's presentation organized?"
 "The instructor was well organized and prepared"
 "The instructor had a good knowledge of the subject matter"
 "Related to this course, the instructor's knowledge of the subject matter was:"
 "Knowledge of subject"
 "Rate the adequacy of the instructor's knowledge of the subject matter"
 "My instructor seems well prepared for class"
 "The instructor seemed knowledgeable of current developments in the course"

content"
 "How well does the instructor appear to know the subject?"
 Organization and preparation for the course,
 "Being well prepared for class"
 "In contributing to my understanding of course content, the instructor's organization and scheduling of course material and projects were:"
 "Preparation and organization"
 "Rate the instructor in terms of his/her preparation for class:"
 "The instructor was prepared for class"
 "Is the instructor's presentation of the course well organized?"
 "The instructor was on time, organized and prepared for all class meetings"
 "The extent to which the instructor was prepared for class was:"
 Presentation and communication of the material,
 "The instructor communicated material and ideas effectively"
 "Making clear the goals and objectives of this course"
 "The instructor presented course material in an effective manner"
 "The instructor's manner of communication was:"
 "The instructor was able to present complex information clearly and effectively:"
 "Presentation of material"
 "Rate the instructor's skill in handling the presentational aspects of teaching"
 "My instructor has an effective style of presentation"
 "The instructor communicated effectively in class"
 Concern for and sensitivity to the students and the needs and limitations,
 "The instructor was respectful, tolerant and fair with the students"
 "Realizing when students did not understand"
 "Being willing to help students outside of class"
 "The instructor encouraged student participation in class"
 "The instructor satisfactorily answered

questions raised in class"
 "Was the instructor available for consultation in addition to class time"
 "Positive attitude toward students"
 "What is the instructor's attitude toward the class?"
 "Is the instructor willing to provide extra help?"
 "Instructor's helpfulness in resolving student's questions was:
 Instructor challenge and stimulation of the students mind and attitude,
 "Stimulated interest in course subject..."
 "Did the teacher stimulate your interest in the subject?"
 "The instructor stimulated student interest"
 "Stimulating you to think more deeply about the subject"
 "The instructor stimulated by interest in the subject"
 "Were you challenged by the instructor to excel:"
 "Rate the effectiveness of the instructor in stimulating your thinking"
 "My instructor stimulates interest in the course"
 "The instructor motivated me to do my best work"
 Appropriateness of the evaluation methods and techniques,
 "The instructor provided clear and appropriate procedures for demonstrating competency in the course"
 "Using grading procedures that were fair and equitable"
 "The instructor provided clear critical evaluation on the work completed:"
 "Were course projects and tests graded and returned within a reasonable period"
 "Were tests reviewed with you on your request"
 "Rate the appropriateness of the difficulty of exams"
 "Student work returned by the instructor provided constructive comments"
 "Assignments were graded fairly and objectively"
 Overall effectiveness of the instructor
 "Has high overall teaching ability"

"The teaching skills of the teacher in this course, in comparison with other teachers were:"
 "The teacher deserves an overall rating of:"
 "In the future I would like to have the same instructor for at least one more class"
 "Overall effectiveness as a teacher"
 "Overall instructor appraisal"
 "Rate the overall quality of the instructor"
 "What is your overall rating of this instructor as a teacher?"

Obviously, not all of the questions fit, neatly, into these specific categories, however the majority can be. There is a great deal of variation between university-wide questions and ones specifically developed for landscape architectural curricula. The variation between graduate and undergraduate curricula is nearly as wide as between studio and lecture courses. Quite often, undergraduate courses are involved in conveying information while graduate courses demand a great deal more dialogue between motivated and knowledgeable students and faculty who guide and direct discussions rather than "spoon feed" immature students. In order to do this there must exist the desire on the part of the graduate students and a sensitivity to their maturity on the part of faculty. There are no "correct" questions, only those which are most appropriate for a specific group of students and the faculty assigned to teach them. It seems appropriate to review and compare each of student questionnaires from each of the schools in greater detail.

School by School Review of Student Evaluation Forms

Each of the forms the students use to evaluate the faculty of each of the schools are included in the Appendix for a more complete review. However the following is a summary of each of the student evaluation forms which were submitted as a part of this study. There are many differences and some similarities but it does seem worthwhile to "take apart" each of these to understand them in greater detail. They are presented here in alphabetical order by school as they were submitted:

California Polytechnic State University

One of the simplest faculty evaluation instruments for use by students this covered only 11 basic questions, two dealing with the respondent, three dealing with the course, three with the instructor and three with a student self-evaluation. There was space provided for suggestions for course improvement. This indicates a recognition that the student is mature enough to be able to prescribe successful approaches to instruction in a professional field. This questionnaire did ask the student to identify themselves by level in the program (from year one to year five) and whether the student was taking the class as an elective or a required course. There were five levels of response ranging from strongly agree to strongly disagree. The use of five levels was very common and allows the students enough flexibility to be able to identify the necessary subtleties of their feelings or opinions. These responses were entered onto a machine grading card, with the suggestions section able to be submitted as an essay response. Since many of the questions asked in the suggestions section, such as the instructors knowledge of the subject, communication skills and the ability to motivate the students were included in the question sections of student questionnaires used at other schools.

College of Agricultural and Life Sciences - Cornell University

At this educational institutions, a college-wide student questionnaire was used for ease of machine grading. Seven basic questions were asked at the beginning, such as the sex of the student (which was optional), the school of the student, the class in which the student is at the time they answered the survey, their own evaluation of their own grade, the cumulative grade point average, whether the course is in their intended or actual major and their reason for taking the course, which is one of the few schools asking this question. Some of these reasons included that it was required for their major, the class has a great reputation, the subject matter was of interest, the course was required for graduate work, or other

reasons, which were not specified. After that there were 11 other questions dealing with the course and the faculty member. These ranged from the amount of work required as related to the credits received, the ability of the teacher to stimulate interest, the instructors organization of the material presented, the willingness of the instructor to provide extra help, the correlation between the stated purposes of the course and its outcome, the application of theory to practical problems, the teaching skills of the instructor, the value of the course in the students overall education, the adequacy of the evaluation techniques, the students overall opinion of the course and finally, the overall rating of the teacher. In addition, the form allowed for 18 instructor designed questions to be added if desired. This made a total of 36 questions with even the course designation was indicated in a form which was adapted for computer grading and tabulation. There was basically no allowance for essay type answers or comments. It would be interesting to see some of the instructor designed questions which have been included over the years by landscape architectural faculty members, though none were included as examples.

University of Georgia

This student questionnaire also used a five point scale which ranged from exceptional to poor and included 10 objective questions and two essay types sections for comments. The ten objective questions covered the following subjects with both a key word or words, then a more complete explanation of what was intended or desires. These included:

- Course objectives
- Organization/preparedness
- Attitude
- Communication
- Interaction
- Stimulation
- Explanation
- Evaluation
- Concern
- Would you like to take another class from this faculty member?
- General feelings about the course

With four levels of options

This is a very sparse and complete evaluation form but did require a certain amount of time to complete, if the essay questions were fully completed. These were not structured to be machine graded, but were provided to the instructor after the final grades were turned in to the school. Some of the schools retyped the student comments so that the faculty member would not be able to identify the students by means of their handwriting. In this case it is not clear whether the students were able to take this questionnaire home and type in their answers or whether they were required to complete the form in the studio during a class period. Possibly a survey such as this could even be passed out at the beginning of a course so that the students could be working on it or responding on it during the period in which they were taking the course. All of this is predicated on the good will of the students and a positive relationship between the students and the faculty during the time the course is offered.

Kansas State University

This particular school also uses a university-wide, mechanically graded form untitled TEVAL: Student Evaluation of Instruction. They use a five point rating system ranging from Very Low (VL) to Very High (VH). There were 11 questions dealing with the instructor which included the following:

- Effectiveness of the instructor,
- Class preparation,
- Adequate explanation techniques,
- Interest in assisting students,
- Stimulation of thinking,
- Effective comments on your submissions,
- Fair and equitable grading procedures,
- Realizing when students did not understand,
- Willing to help outside of class,
- Increasing student desire to learn.

Then there were three questions dealing with the students rating of themselves, such as:

- Student interest in the course,
- Student effort in the course,
- The amount the student has learned.

Then, additional space was allowed for 20 additional questions, it is unclear whether these were developed by the faculty member, by the administration of the school or the department or from other sources. After this, space was provided for additional comments with the admonition that the student may want to print to protect their anonymity, which indicates that this form would then be made available directly to the faculty member.

University of Kentucky

In the student evaluation for at this school a standard university form was used in all courses. Six introductory items indicated the class level of the student, whether the course was required or optional for the student, the reason for taking the course, the cumulative grade point average of the student, the hours spent on the course per week apart from class attendance and the grade in the class the student expects. After that 36 questions covered such areas as course, instructor or learning outcomes. Certain of these questions related only to university studies courses while others related to graduate seminars or laboratory and discussions sections. All of these questions are machine gradable with five options for each question, ranging from strongly agree to strongly disagree, with one option for NA. There were six instructor related questions, such as:

- presented course material in an effective manner,
- had a good knowledge of the subject matter,
- was available for consultation outside of class,
- satisfactorily answered questions raised in class,
- stimulated my interest in the subject,
- encouraged student participation in class.

The graduate seminars section consisted of five sections and covered the following areas:

Provided helpful feedback on oral presentations,
 Effectively guided the preparation of student reports/oral presentations,
 Students were free to express their opinions,
 Class discussions broadened my knowledge beyond what I learned from the readings,
 I developed the ability to conduct research in this area.

Two summary items asked the students to rate the overall value of this course and the quality of the primary instructor in this course. A small area was included on the sheet for comments on the strengths and weaknesses of the course and suggestions as to ways to improve the course. There was probably too little room for such statements to be definitive.

North Carolina State University

The entire School of Design at this University used the same 37 point Course and Teaching Effectiveness Evaluation form. Eleven of the questions were a course evaluation covering such items as:

Course description reflects the course content, (which had five options)
 Course organizers were clearly presented at the beginning of the term, (which had three options)
 Rate the following course components (which had four options)
 Handouts,
 Discussion time,
 Work guidelines,
 Hands-on project time,
 Field trips,
 Reading assignments,
 Demonstrations,
 Guests,
 Deadlines,
 Quizzes,
 Exams,
 Critiques, reviews, or juries,

Papers,
 Teaching assistant,
 Textbooks/course paks.
 Course adhered to its objectives, organization and policies, (with five options, one of which is no opinion)
 Reading assignments, projects and presentations clarified course content,
 Course projects were well-conceived and timed,
 Course expanded my knowledge, attitudes, and skills and challenged my preconceptions,
 What was the *most* effective aspects of the course?
 What was the *least* effective aspect of this course?
 What recommendations do you have for improving the course?(though very little space was provided for answering this question)
 I would (a) recommend or (b) not recommend this course because (circle one and explain) though very little space was provided to explain this definitively

The instructor evaluation portion of this evaluation covered some of the same elements that are covered in most of the other student documents and covered these subjects:

Communication of ideas and information was:
 Manner of communication
 Able to present complex information clearly and effectively,
 Organization and scheduling of course material and projects
 Challenged to excel,
 Provided clear critical evaluation on the work completed,
 Concern for student's individual growth and development,
 Instructors knowledge of subject matter
 Receptive to student questions during class,
 Available during scheduled office hours,

Overall teaching effectiveness.
 What way was the instructor *most* effective,
 In what way was the instructor *least* effective.

Then there was a section on the facilities, resources and equipment evaluation which covered physical condition, the relation of the facilities to the course needs and the abilities of the support facilities personnel. Then they were asked to rate the following aspects of the learning environment:

Noise
 Light
 Temperature (heating/cooling)
 Space available per person
 Furniture
 Aesthetics
 Appropriateness of room/organization
 Pin-up space
 Blackboard/marker boards
 AV equipment
 Appliances
 Plumbing
 Auxiliary work spaces (painting, model building, etc.)
 Other.

This was then followed by student related information such as class level, major, expected grade, why the student took the course, student preparation for this course, student level of effort, how much did the course expand your knowledge and skills, how much did your classmates contribute to an effective learning environment? Then a final question as to the fairness of the student evaluation form.

This is probably one of the most comprehensive and complete devices for use in a school of landscape architecture. It truly reflects the distinctive teaching environment of a design curriculum, but is much more oriented toward an undergraduate than both and undergraduate and a graduate program. There are some very good elements in this document and ones which could be incorporated into other such documents in schools of architecture, landscape architecture, design, graphic

design and industrial design. It might also be a good model for distribution by those involved in the review or promotion of professional education or evaluation in these particular fields.

Mississippi State University

There were ten questions which the students were asked to answer with two alternative for each subject in their document. There was, however, one significantly different question on this which was on no other. The common elements on most others were covered in the evaluation mechanism, which were:

Syllabus or outline indicated what the course would cover,
 Projects and tests graded and returned within a reasonable period,
 Lectures appropriate and relevant to the progress of the course,
 Opportunity for classroom discussion and student questions
 Tests reviewed with you at your request,
 Reading assignments relevant,
 Relevant writing assignments,
 Instructor available in addition to class time,
 Were environmental and/o ethically considerations raised relative to the materials being presented?
 (This was a question which was asked on no other student questionnaire, and is indicative of new thinking in educational activity)
 Were you required to think critically about the material being presented.

Students were asked to add other comments if they wished at the bottom of the page. One of the recurring questions in all of these student oriented documents was the amount of time they had to complete each document, and if they had access to these at the beginning of the course. If the same document is used throughout a curriculum, then the more mature students know what they might have to answer at the end of each semester. In this way they might be better able to collect their thoughts and to answer coherently. Any student

might have difficulty responding comprehensively to many of these documents in an hour or an half hour often provided in most cases.

Oklahoma State University

This particular school used a standardized university-wide form in its landscape architecture program. This form contained 19 objective questions and ten areas for comments. The first five of the objective questions dealt with the student filling out the form. This included the college and classification of the students, the purpose of taking the course, whether the course was elective or required and type of course, such as lecture, lab, short course or other. Items 6 through 12 dealt with a review of the instructor which covered:

- Preparation and organization,
- Effort devoted to teaching,
- Presentation of material,
- Knowledge of subject,
- Ability to explain subject matter,
- Positive attitude toward students,
- Overall instructor appraisal.

In items 13 through 19 the course itself was reviewed by the involved students as follows:

- Amount of learning,
- Work appropriate for the hours of credit,
- Assignments relevant,
- Good testing and evaluation methods,
- Student involvement was adequate,
- Worthwhile course,
- Overall, a good course.

All of this was done on a mechanically graded method. The comments section outlined these subjects:

- Course,
- Instructor,
- Instruction,
- Teaching assistants,
- Laboratory, practicum, discussion section,
- Work load
- Examinations,
- Grading,
- Textbook,

Other comments.

How these comments were graded, evaluated or communicated is not clear. Whether these were sent to the administrators, directly to the faculty member or placed in a file for reference by other students in the future.

Pennsylvania State University

The program uses a university-wide Student Rating of Teaching Effectiveness which is machine graded. This form contains both university wide items and departmental items. The university questions deal with the reason the student is taking the course and an overall rating for both the instructor and the course itself. This system used a different format for lecture or seminar classes and another one for studio courses and still one other for a landscape architectural history class. The introductory sections to each of these, which as the university-wide questions are the same. In the lecture/seminar classes the following questions are covered:

- Availability of the instructor during posted hours and appointments,
- Skill in maintaining a positive atmosphere for learning,
- Knowledge of the subject matter,
- Preparation for the class,
- Demonstration of the significance of the subject matter,
- Comments on papers and exams in indicating errors,
- Appropriateness of the difficulty of the exams,
- Skill in presentation,
- Effectiveness in stimulating your thinking.

For the studio classes the list is somewhat shorter and covers the effectiveness of the instructor's encouragement of creative solutions to assigned tasks. In the landscape architectural history class the other aspects which are covered are the pacing of lectures and presentations to allow for note taking and the development of a relationship between the exams and the important aspects of the course.

The forms used at Penn State also included a one page Instruction Evaluation Comment Sheet which covered:

- What did you like best about the course?
- What did you like least about the course?
- What suggestions do you have for improving the course?

This sheet indicated that it would be reviewed by the Department Head and the course instructor(s) but not until after the final grades have been tabulated for the course.

Purdue University

The program uses a university wide system which is entitled CAFETERIA: Course and Instructor Appraisal System. It is introduced as "a system that provides a structured, computer assisted method for easily generating and scoring questionnaires to collect student opinions about their instruction". The introduction goes on to say that the CAFETERIA results are only released to the instructor requesting the service or his or her designee. This program was developed and copyrighted by the Purdue University Research Foundation in 1974. There are 200 catalog items on the overall questionnaire with five additional questions about the University Core courses. The general categories of instructor or course evaluation are extremely interesting while the entire list can be reviewed in the Appendix, the following are the major headings:

- Clarity and effectiveness of presentations,
- Student interest/involvement in learning,
- Broadening student outlook,
- Teaching/learning of relationships and concepts,
- Providing help as needed,
- Providing feedback to students,
- Adapting to individual differences,
- Respect and rapport,
- Course goals and objectives,
- Usefulness/relevance of content,
- Discussion,
- Exams and grades,
- Assignments.

- Media, TV, etc.
- Team teaching
- General method
- Laboratory,
- General student perceptions,
- Instructor-supplied items,
- Additional items,
- University core.

This is probably the most comprehensive assessment devices submitted as a part of this study and each of the 205 items allows for five alternative answers from Strongly agree (SA), to Agree (A), to Undecided (U), to Disagree (D), or Strongly Disagree (SD).

Not all of this may pertain to the same degree in the landscape architectural program and some of it does not relate to graduate education, but it is an imposing overview of all of the facets of evaluation of faculty by students.

State University of New York College of Environmental Science and Forestry at Syracuse

The entire College of Environmental Science and Forestry uses the same evaluation form for all of its faculty by students. The first six introductory questions identifies the student by class status, institution of enrollment, estimate of the anticipated grade, cumulative grade point average, reason for enrolling in the course and one other question which is not seen on any other questionnaire. That is:

"Of the following four learning styles, select the one that *best* describes the way you prefer to learn:"

A fifth alternative combines any of the above. In the second section an evaluation of the course structure and content are covered. These nine questions gave five alternatives such as:

- Outstanding,
- Above average,
- Average,
- Below average,
- Unsatisfactory.

The nine questions dealing with course structure and content included:

- Course statement,
- Agreement with announced course objectives and what was taught,
- Usefulness of the required materials,
- Fairness of the grading system,
- Appropriateness of the work required, (3 hours per week per lecture)
- Appropriateness of the content for level,
- Intellectual challenge of the course,
- Improvement in understanding the concepts and principles in this field as a result of this course,
- Compared to other courses taken in ESF.

The evaluation of the instructor performance included 14 questions with the same five point answers, such as:

- Used class time effectively,
- Prepared for class,
- Communicated effectively,
- Promoted student involvement,
- Willing to answer questions,
- Enthusiastic about teaching,
- Maintained student interest,
- Made good use of examples and illustrations,
- Presentations allowed for easy note taking,
- Main points of the lectures were well understood,
- Motivated me to do my best work,
- Provided clear instructions for class assignments,
- Work returned with constructive comments
- Seemed knowledgeable of current development in the course content.

Each of the students were asked for written comments on:

- The most effective part of this course,
- The least effective part of this course,
- What is the best way to improve the course,
- Comments or clarifications to your answers to previous parts of the questionnaire.

There were an additional 12 questions about laboratory and studio sections which used a different set of five options, which were:

- Most of the time,
- Some of the time,
- Seldom,
- Not at all,
- Not applicable.

The questions in this section were somewhat unique in that they were the most comprehensive of any of the submitted material dealing with the studio conditions in landscape architecture. These questions were generic to laboratories but included the following:

- Exercises required a reasonable amount of time,
- Related activities to information from to readings and lectures,
- Instructor prepared for studio,
- Provided adequate orientation, objectives, instructions,
- Manual and handouts were valuable learning tools,
- Pace was lively but reasonable,
- Assignments assisted in learning theory,
- Helpful in assisting with problems,
- Space and facilities adequate,
- Materials were available and useful,
- Assignments graded and returned in a reasonable amount of time,
- Safety procedures explained and practiced.

University of Toronto

This questionnaire asked the student for the number of hours they spent in lectures, laboratories and tutorials, on assignments and on home study. It also asked for additional comments to be written on a separate sheet of paper with no particular outline of suggestions. There were 15 questions, five on the course, seven on the instructor and three about the textbook or tutorial. The students were asked to enter a letter in a box which best expressed their impressions. Each question had a separate and different series of answer options. The subjects covered in questions about the course

included the following:

- Considering the calendar weighting, do you think this course:
 - A. Requires excessive work,
 - B. Requires an appropriate amount of work,
 - C. Is too light.
- To what extent does this course repeat material from your other course
 - A. Too much,
 - B. To some extent,
 - C. Not at all.
- What proportion of the lectures or studios have you attended?
- Is the subject matter intrinsically interesting to you?
- To what extent do you feel this course is relevant to your professional development?

In the evaluation of the instructor, many of the same questions occur in Toronto document as is found in other schools. These include:

- Presentation of the course well organized,
- How clearly is the subject matter of the course explained,
- Knowledge of the subject,
- Uses examples and illustrations,
- Attitude toward the class,
- Willing to provide extra help,
- Overall rating of the instructor.

The three additional questions on this document cover:

- Rating of the specific textbook,
- Rating of the associated tutorial,
- Rating the teaching assistants.

University of Texas at Arlington

This questionnaire, developed specifically for this program, consisted of a total of 16 questions with no subject matter breakdown beyond the first two questions which addressed the instructor's overall teaching/studio performance and rating the course as a learning experience. The last question dealt

with the attendance of the student in this particular class. An introductory paragraph explained the reason for the questionnaire and explained its distribution and use. The date, class name, class number, instructor's name and the number of semesters the student had been in the program were requested. Additional comments, in a written or essay format, were encouraged on the back of the two page form. The remaining 13 questions (There was a 3 and a 3a question) deal, in no particular order, with:

- Syllabus defined the course objectives,
- Instructor followed the syllabus,
- Student encouraged to complete research outside of class,
- Required texts were suitable,
- Instructor on time, organized and prepared,
- Lectures, presentations or critiques were appropriate and useful,
- Course fit well with the curriculum,
- Assignments clearly stated and scheduled appropriately,
- Student allowed to express questions, opinions with open discussion,
- Course expanded my knowledge,
- Due to this course, I have undertaken additional readings or projects,
- Assignments graded fairly and objectively,
- Course provided appropriate degree of challenge.

The results of this questionnaire are sometimes made available to the faculty members after the grades have been turned in at the end of the semester. In each question, in this instance, there were 5 degrees of response ranging from Strongly Disagree to Strongly Agree. There were no questions about the facilities, textbooks, audio-visuals nor any differentiation between lecture or studio classes.

Utah State University

This program also used a university wide Teacher/Course Evaluation form. The standardized sheet allowed for six options in answering any of the questions, which were:

Excellent,
Very good,
Good,
Fair,
Poor,
Very poor.

There were a total of twenty five questions asked of the students, the first two of these had to do with an overall evaluation of the course and of the instructor. The next eight had to do with the course and asked the following sorts of questions:

Extent to which course objectives were clear,
Relevance of the assignments to course content,
Relevance of the material presented to the course goals,
Appropriateness of the workload to the course goals,
Relevance of the exams to the course goals,
Fairness of the course grading procedures,
Responsibilities of the students were clarified,
Helpfulness of readings/text to goal.

Information about the instruction were covered in section three of the instrument through such questions as:

Extent to which course organization helped learning,
Helpfulness of the explanations,
Appropriate use of examples,
Use of class time was efficient,
Instructor's enthusiasm for the course,
Helpfulness in resolving student questions,
Extent of instructor preparation,
Opportunity to ask questions,
Opportunity of the students to make comments and express opinions,
Availability for extra help, if needed.

The next five questions were about the students, themselves and dealt with:

Their interest in the subject before they

took the class, with three options (high, medium, low),
Current GPA,
Course is optional or required,
Class level of the student,
Expected grade for the course.

On the back of the form were two essay type questions, one dealt with the aspects of the course which were especially good, with the second questions dealing with suggestions as to what could be done to improve the teaching or the content of the course. All of this questionnaire was machine graded except the last two.

In addition to the student evaluation, at Utah State, a unique course profile and feedback form was completed by the faculty member who taught the course. This was very helpful in comparing the intent of the faculty member and the perceptions of the students. This questionnaire initially asked the name and rank of the instructor, the course and classroom number and the number of students in the class. The five questions asked largely covered the teaching methods used in the class, such as:

Number of writing assignments,
Average number of pages,
Number of group assignments per students,
Number of oral presentations per student,
Number of concerts, lectures or other events to attend,
The use and frequency of technology in class,
Computers,
Videos, films, laser disks, slides or audio,
Overhead transparencies,
Other
Percentage of total class time using each of the following teaching methods,
Lectures,
Working problems,
Performance or demonstrations,
Individual work by students,
Videos, films or recordings,
Class discussion,
Testing,

Group work by students,
Other.

In addition to office hours, what out-of-class help was available for students,

Discussion sessions,
Labs,
Review sessions,
Reserve materials,
Tutors,
Computer based instruction
Other

How many hours per week of teaching assistant time were used for:

Labs,
Grading,
Help sessions,
Tutoring.

Then the instructor was asked to answer questions dealing with any special needs or problems in teaching the course, such as facilities, equipment or textbooks. Then the instructor was asked for suggestions as to how improve teaching at Utah State University. This form is a significant contribution since it helps the instructor focus attention on mechanically what he or she is doing and how they are utilizing their time and resources. The introductory statement indicated that this form must be submitted with each set of evaluations and that the data will be used to profile teaching methods and to determine equipment and facility needs at the University.

Summary

The students are one of the major consumers of educational activity. As such they have a right and a responsibility to express their perceptions and attitudes. In recent years students have many more options both as to majors, schools or even regions. It has become a consumer's market with schools competing for students and students able to select from a great many options for their education and training. The time when all schools had a great many applicants and were able to be selective in who they admitted is passing.

Colleges and universities have tremendous fixed expenses in facilities, tenured faculty and relatively inflexible administrative staff. State supported

schools receive public support based to a great extent on enrollment figures. Therefore any school, program or faculty member which is not consumer or student friendly will possibly have a decreased enrollment. If this happens, funding and support will decrease and the reason for the existence of a school will cease. With increasing technology, with lifelong education with downsizing and with a continually changing culture and society education will be more pervasive than it has ever been in the past. The university may not cease to exist, but it may change dramatically by using new technology, by expanding the market and by becoming more inventive in marketing and servicing a different audience or consumer. Even as that happens the Aristotelian model of faculty/student interface will change but not disappear.

Faculty need to be sensitive to and aware of the needs and perceptions of a new MTV generations of students. One of the best ways to do that is to listen to responses of the students in their courses. This is not to mean that educational standards should be weakened or watered down in any way but it may take new techniques to reach these new students. It has been said that if there is no learning, there is no teaching. Even if the faculty go through the motions, if the students do not feel that they have learned the pedagogical effort may be meaningless.

These efforts also require the integrity and honesty of the students. They need to be and feel a part of the overall education process so that they can answer truthfully any survey instrument with the aim of improving the quality of training in their field. What faculty intends is not always what students perceive, these survey instruments illustrate that to the administration. Education is no longer the inculcation of facts into reluctant crania, it is now an interaction between those who want or need to learn and those who have access to greater resources to help them learn. If it is not a partnership, or if the faculty and administration cannot make it a partnership, educational effort is liable to fail in the remainder of this millenium. The profession of landscape architecture is growing so rapidly, in response to world wide demand, that it behooves the educators to be most user friendly to keep the best students in the field.

Cal-Poly SLO	✓	✓								✓
Cornell	✓	✓								✓
Georgia	✓									✓
Kansas State	✓									✓
Kentucky	✓									✓
Mississippi State	✓									✓
N.C. State	✓	✓	✓							✓
Okla. State	✓	✓		✓						✓
Penn State	✓									✓
Purdue	✓			✓	✓				✓	✓
SUNY - Syracuse	✓	✓					✓	✓		✓
Toronto	✓	✓		✓		✓				✓
UTA	✓			✓						✓
Utah State	✓									✓
	Instructor	Course	Facilities	Texts/Handouts	Technology	Teaching Assistants	Team Teaching	Learning Outcomes	Instructor supplied items	Space for Student Comments

Student Evaluation Techniques

Evaluation of either the Instructor alone or the Course as a whole

Certain schools ask the students to only evaluate the efforts of the instructor of a specific class. In other cases, the university asks the student to review and give their opinions on certain or all parts of the instruction experience, including the instructor, the textbooks, facilities, teaching methods and technology, teaching assistants and allows space for open ended comments by the students. Some forms are extensive and all-inclusive while others are very concise and almost perfunctory. The prime responsibility of any class is with the

individual teacher or instructor, however, there is only a certain amount even the greatest instructor can do if the facilities are marginal or inadequate for a particular class. Therefore the schools which ask the students to comment on the total educational package seem to be most fair. Landscape architectural education is distinctive in the need for continuation of the close association between the individual faculty member and each student. That relationship can be strengthened with adequate facilities and appropriate technology.

Cal-Poly SLO			✓							
Cornell	✓									
Georgia		✓								
Kansas State	✓									
Kentucky	✓									
Mississippi State			✓							
N.C. State		✓								
Okla. State	✓									
Penn State	✓							✓		
Purdue	✓									
SUNY - Syracuse		✓								
Toronto		✓								
UTA									✓	
Utah State	✓									
	University-wide	College/School	Departmental							

Student Evaluation Techniques

University wide/Specialized Development Review Form

Some universities have developed instructor or course evaluation forms and procedures for use in all courses. In other specialized fields, forms may be hand tailored to the distinctive instruction methods or techniques which more fully measure educational activity in that particular discipline or field. If the standardized university-wide forms are applied to landscape architecture, they may be more appropriate at the undergraduate level in all but the studio courses. These are not generally as effective at the graduate level because of semi-

nars, graduates thesis requirements and special topics classes. The landscape architectural programs at many schools must use the university-wide forms if they are required. If they are not, it falls to the landscape architectural administration to prepare appropriate forms and then to evaluate these most fairly and completely. It must be in the context of what types of forms are used in a specific university that the student evaluation of faculty is viewed, those prepared by the program are often more complete and accurate.

Cal-Poly SLO		✓																		
Cornell		✓																		
Georgia	✓																			
Kansas State		✓																		
Kentucky		✓																		
Mississippi State	✓																			
N.C. State	✓																			
Okla. State		✓																		
Penn State		✓																		
Purdue		✓																		
SUNY - Syracuse		✓																		
Toronto	✓																			
UTA	✓																			
Utah State		✓																		
	Hand tabulated	Machine tabulated																		

Student Evaluation Techniques

Machine/Hand Graded Student Evaluation Forms

If a university evaluates every faculty member in each class offered and this is done by every student, then the process becomes logistically overwhelming to grade, tabulate and evaluate. Therefore it is necessary to grade these mechanically and in order to do this the questions must be designed in such a way as to make this as easy as possible. Such mechanical grading is predicated on the uniformity of teaching methodology and techniques. A chemistry laboratory is not the same as a design studio or a graduate student yet

each class must be reviewed using the same instrument and the same set of questions. This is often not only difficult but inconclusive. Therefore some programs develop their own specific course or faculty evaluation instruments. These are more defined, specialized and effective in measuring the distinct teaching methods used in a particular field. These, however, need to be hand graded and tabulated and do not provide a parallel method of evaluation which can easily be compared to the rest of the university system.

Cal-Poly SLO	✓			✓																
Cornell	✓	✓	✓		✓	✓	✓													
Georgia																				✓
Kansas State																				✓
Kentucky	✓	✓	✓	✓					✓											
Mississippi State	✓												✓							
N.C. State	✓	✓			✓				✓											
Okla. State	✓				✓															
Penn State		✓			✓															
Purdue																				✓
SUNY - Syracuse	✓	✓	✓	✓								✓	✓							
Toronto											✓									
UTA																				✓
Utah State	✓	✓	✓	✓																
	Student class level	Anticipated grade	Cumulative g.p.a.	Reason for taking the course	Male/female	Hours spent in the course	School/college	Preferred learning style	Interest in the subject matter	No student profile required										

Student Evaluation Techniques

Information about the Student Required on the Faculty Evaluation Instrument

At times, it is important to know who, precisely, is answering a particular questionnaire to better analyze the specific answers given. This does not mean student names, i.d. numbers or addresses. It does, however, it does mean the academic level the anticipated grade in the course, the cumulative grade point average of the student and whether the course was elective or required. All of these facts will color the results of the student input. A student who has a good grade point average and expects a high grade in a course may answer dif-

ferently than one who has a low g.p.a. and expects a low grade in a particular course. A senior may answer differently than a freshman or even a graduate student. In order to gain a better understanding of just exactly who is answering the questionnaire. Only a few schools call for this and there is no way of knowing as to whether this colors, in any way, the answers given, but it is interesting to see what schools do and how they do it. The questions schools ask and the way they ask it are as important as the answers given by the students.

Cal-Poly SLO	A	A			B					
Cornell	A	A			D					
Georgia	A		A							
Kansas State	A	D			D					
Kentucky	A	A								
Mississippi State	A	A			C/D					
N.C. State	A	A			D					
Okla. State	A	A								
Penn State	A	A		B	C/D					
Purdue	A	A								
SUNY - Syracuse	A	A		B						
Toronto	A	A								
UTA	E	A								
Utah State	A		A	B	A	A				

- A - Always
- B - At the discretion of the faculty member
- C - Optional
- D - As a part of a promotion package
- E - Occasionally - at the discretion of the program administrator

Student Evaluation Techniques

Distribution of Completed Student Evaluations

After the students evaluate a course or an instructor what happens to the results may differ from school to school. The options are that, in most cases, the review material is sent or given to the instructor, though at one school even this is not done. In other instances the summary is sent to the program administrator or the department head in addition to the faculty member. In some cases, as a part of the annual faculty review, the results are sent along to a dean or vice president for academic affairs, especially when a recommendation is

made for the promotion of this particular faculty member. At some schools this information is made available to other students who might take the class in the future. This is especially the case when the faculty evaluation is done by the students without administrative input or instigation. In a few cases all faculty reviews were placed in the library for anyone to review. The primary purpose of most student reviews was to serve as a means to help the faculty and the administration measure the effectiveness of the faculty or course.

Administrative Review of Landscape Architectural Faculty

Introduction

This is where the "rubber meets the road" for the landscape architectural faculty member. Even though, in reality, the contact with the students is where the work is done, it is in academic administration where it is perceived. The perception of what is done is the determining factor in retention, promotion and tenure at most academic institutions. Obviously the dean, the director or other administrators cannot be in the classroom to observe the work of the teacher, neither can they be involved in the research office to actually observe the quality, the intensity and the frustration of the research nor in the office during the writing of the research paper or the scholarly publication. Because of that they must rely on the perceptions of others, be they students, other professionals in the same field or editors of publishing companies or scholarly periodicals. If the faculty member is able to impress enough of these with whom the faculty member is in contact, then the perception is that the faculty member is deserving of promotion or is a "keeper" and worthy of tenure and promotion.

This then is the "brass ring" for the faculty member in any field, the opportunity for recognition, for promotion and for longevity at a particular school. For the school or university it is a long standing process which has proven practical over an extended period of time. It is under a certain amount of attack or at least reassessment in a time of tight economic budgets and changing educational needs. For the time being, this is the way it is done in academia, faculty members are recruited, promoted and released or retained. The methods and techniques of doing that may vary from school to school or from discipline to discipline but the process is substantially the same as it has been for decades, if not centuries.

In landscape architecture, the academic history is now nearly a century old, with the first educational program begun at Harvard in 1900. At the end of the 20th century there are nearly 8,000 students in more than 100 academic institutions throughout

North America with many more programs developing throughout the world each year. Each of these requires an extensive faculty and administrative staff since professional education has been fully integrated into these academic institutions in which they are located. In this professional field the academic "pipeline" needs to be kept filled as people move in, up and out over a period of years. In order to do that the administrators either from the landscape architectural program, from the school or division in which this discipline is located or from the university as a whole will be required to make decisions as to the effectiveness of the contributions of the individual faculty members.

In order to do that requires a process, a determination of the facets of the faculty endeavors which are appropriate to review, criteria for this review and a format for record keeping, for reporting and for reviewing. Increasingly this has political, social and even legal implications. With the advent of affirmative action programs, the need for racial and sexual balance in faculty and administration and with pressures to have the faculty, student body and administrative structure fully reflect the population as a whole, there have been and will continue to be challenges to the *status quo*. These legal and administrative actions may, in fact, be a breath of fresh air in the entire process since it requires that every educational administrator will have to make certain that both the procedures and the criteria are fair to everyone and will stand up to legal scrutiny. One school in fact has been through this and appointed a committee to clarify the criteria for faculty evaluation of landscape architectural examination. As a result of this, they now have some of the best guidelines of any of the schools which submitted material in this survey. In the past the criteria was often very general and not applied to a specific profession such as landscape architecture, now that has changed and is changing. This study is revealing the beginning of the honing and polishing of this entire evaluation and promotion process.

The Process of Faculty Evaluation

There is no one process which is used at every school, department or program. There are, however, a great many similarities in academiawhich are pervasive, even in the distinct disciplines within the university community. Basically, much or the process is, in fact, some form of peer review, though the peers may be fellow professionals, fellow faculty, or faculty or professionals from related fields, which is done for the administration at a particular college or university.

The process is often divided into three or four phases. The first portion has to do with the appointment of a faculty member at the position of instructor or associate professor. The appointment may be on an annual basis or it may be for an extended period of possibly as long as for three years. Then, the faculty member is reviewed at the end of each year or at the end of three years. Usually, if the period is for three years, the faculty member becomes eligible for tenure at the end of the second three year period. A recommendation is then made by the Director of the Program, based on the recommendations of the faculty, which is either passed through another review body or is passed directly along to the Dean of a School or College. The Dean, in turn, passes his recommendation along to higher administrators in the University who make the final approval. If the recommendation is approved, the faculty member is then granted tenure and/or promoted to Associate Professor.

Tenure has significant economic implications for any institution of higher education. This means, in effect, a financial commitment, for an extended period which could mean millions of dollars during the lifetime appointment. In times of changing enrollments, this is a consideration since it is not certain what the demand in any professional discipline will be off into the future. In the past undergraduate enrollment in fields such as agriculture was very high, while today there is almost no demand for those with undergraduate degrees in this field. Fortunately, the profession of landscape architecture has undergone almost unprecedented growth during the past century and it

seems that this expansion will continue well into the 21st century. Therefore investments in faculty in this discipline has been a good one for the past half century and will probably be an even better one in the next two to three decades. Enrollment at the existing schools is still growing while the developing and accrediting of new schools continually expands.

After achieving a tenured position, advancement then can continue to a position of full professor after an extended period of time. This may be a definite period or it may depend on the achievements and accomplishments of the individual faculty member. The annual reports of the individual faculty members are reviewed each year, either by the Dean of each school, or by a committee appointed for that purpose. Any recommendation for promotion is the passed up the administrative hierarchy for approval.

At times this process is published as a separate document while at other times, it is part of comprehensive faculty guidelines. Each faculty member is made aware of the responsibility to compile and maintain a dossier of relevant work and experience. This material is then submitted each year to the Dean or the appropriate committee for evaluation and review. Precisely what is submitted and in what form is often outlined in writing, some examples of these are shown in the Appendix. At times these are answers to questions, in other cases they are responses to the submittal requirements. Those who review this material, then either answer questions, rate the faculty member on a scale or make comments about quantitative or qualitative production of the individual instructor. Each section of the review instrument may be assigned a maximum percentage of the overall rating system. In this way the person evaluating the submitted material may only rate the performance against the possible number of points or maximum percentage allowable against that category. The total is then tabulated, supplemented by comments and sent up to a higher level of review. Review of faculty is supposed to be a fair process open to the faculty member and the administration, though not to students or other faculty members.

The Facets of Faculty Evaluation

If the process of evaluation is the "when", then the facets are the "what" of review. There are a wide range of aspects of faculty activity which are part of the process of ascertaining the level of competence of any instructor or teacher of landscape architecture. The following is an unedited list of all of the facets on which various landscape architectural faculty are evaluated or reviewed:

- Appropriate terminal degree
- Teaching ability
- Teaching experience
- Curriculum development
- Instructional publications
- Instructional publications
- Interdisciplinary participation
- Fellowships
- Academic specialization
- Professional practice
- Licensure
- Experience
- Other professional activities
- Elected or appointed leadership
- Research publications
- Research grants
- Research publications
- Research recognition
- Membership in professional societies
- Participation in professional societies
- Appointed or elected office
- Service on committees
- Additional education
- Educationally related workshops
- Service to the dept., college or university,
- Student advising
- Faculty meetings,
- Department activities
- College wide activities
- University wide activities
- Elected or appointed university leadership
- Service to the community
- Consultant to governmental agencies
- Donation of professional skills
- Serving on civic boards
- Ability to relate to colleagues
- Initiative
- Cooperativeness
- Dependability

- Leadership
- Acceptance of responsibility
- Publications - books, articles, etc.
- Creative contributions other than writing
- Grants received
- Recognition and outstanding achievements
- Areas of research
- Supervision of student research
- Editorship or editorial board service
- Convention papers
- Invited talks
- Citations and reprint requests
- Public service performed
- Other services
- Teaching effectiveness
- Research and creative endeavors
- Public and institutional service
- Professional activity
- Teaching
- Academic advisement
- Courses initiated, innovations instituted
- Research/creative activities
- Service
- Relevant activities not reported elsewhere
- Leadership
- Administration
- Communication
- Teaching
 - Recognition by students
 - Peer recognition
 - Development of teaching materials
 - Recognition
 - Scholarly activity
- Research
 - Program establishment
 - Refereed publications
 - Relevance to job assignment
 - Recognition
 - Graduate student involvement
 - Competitive grants obtained
- Excellence in continuing education or service
 - Program establishment
 - Extension materials developed
 - State recognition
 - National/international recognition
 - Research related to extension
- Overall performance and potential

Departmental contributions
 Special events - honors, awards, elections
 Courses taught
 Work with graduate students
 Continuing education, seminars
 Current research
 Publications
 Grants
 University activities outside the program
 Presentations beyond the university
 Significant service activities
 Mastery of subject matter
 Effectiveness in teaching
 Scholarly ability
 Effectiveness of university service
 Continuing growth
 Creative excellence and innovation
 Competitions
 Invited design charettes
 Expert witness
 Professional awards
 Exhibitions
 Exemplary public service
 Professional service
 Public policy
 Authorship or editorship
 Founding or re-organization of a
 professional association
 Research and creative work
 Teaching
 Administrative service
 Teaching competency
 Institutional responsibility
 External connectedness
 Instruction
 Department and program
 Faculty meetings
 Department assignments
 Undergraduate coordinator
 Graduate coordinator
 Undergraduate advising
 Course & curriculum development
 University & college committees
 Student service
 Professional & scholarly development
 Research
 Service

All of these can be condensed down into four basic facets and categories, in the following ways:

Academic merit
 Professional growth and development
 Service
 Other factors of consideration.

Under academic merit would be included:

Teaching ability
 Teaching experience
 Curriculum development
 Instructional publications
 Interdisciplinary participation
 Continuing education
 Workload
 Recognition - national/local
 Teaching innovation.

In the category of professional growth and development might be lumped the following areas:

Research
 Publications
 Practice
 Innovations in practice/research
 Contributions to the profession
 Scholarly ability
 Honors and awards
 Competitions won
 Fellowships and grants
 Exhibitions
 Books, refereed publications

Service, is an extremely broad category and subject to a number of interpretations such as providing assistance to the:

Department/program
 School/university
 Community
 Profession or discipline
 Governmental bodies
 Honors and awards.

Other factors which might be considered would include such factors as:

Professional leadership
 Continued educational growth
 Leadership, dependability, responsibility
 Cooperativeness/ability to relate to others
 Contributions.

Some schools do not have or they did not submit a listing of the facets of the work of the faculty which are used to evaluate faculty performance.

Each of the individual schools reports can be reviewed in greater detail in the Appendices

The Criteria for Faculty Evaluation

There is no one criteria for evaluating all faculty, at all schools, for all levels of review or promotion. There are a wide variety of methods or degrees of review depending on the purpose of the evaluation. Generally there are from three to five levels and each have a somewhat different criteria. These levels are:

Criteria for initial appointment,
 Criteria for retention,
 Criteria for tenure,
 Criteria for promotion from Assistant to Associate Professor
 Criteria for promotion from Associate to Full Professor.

It is often overlooked, in a discussion of the evaluation of faculty, that the first review is for initial appointment or even to employ one person rather than another. This, in many ways, is the most strenuous and rigorous, and begins the on-going continuum which continues all through any academic career. This will become even more rigorous as more faculty positions open and as the demand for minorities and women increase both in public, private or academic practice. Faculty members will have to become much more carefully chosen in order to insure a balance, a mix of backgrounds and expertise and a compatibility between diverse personalities. Initial appointments may be made at the Assistant Professor, Lectureship or Instructor level. It is possible, in some cases, to have initial appointments made at a higher level, sometimes even with tenure, but this is extremely rare. Initial appointments will have the following types of criteria:

Master's degree in landscape architecture or a related degree,
 Bachelor's degree in landscape architecture or in a related field,
 Professional work experience either in public or private practice,
 Specialization in some aspect of practice.

In most cases, retention of any untenured faculty member is not automatic, but may require some sort of submission of materials and a review of

these by either a peer review committee or the director or other administrative staff. The criteria which are used in these evaluations for retention may include:

Demonstrated quality in teaching,
 Participation in department activities,
 Progress toward meeting the criteria for tenure,
 Service to the public, university and the community,
 Research and publications.

This might be done each year for as many as six years as a junior faculty member moves toward tenured status. At the end of this period a much more stringent set of criteria may be applied as the decision is made to terminate or retain the faculty member for one last time. Then the criteria might include all of the facets involved in evaluating faculty, such as:

Academic merit, including teaching effectiveness,
 Professional growth and development, including practice, research, writing,
 Service - to the department, university, community and discipline,
 Other facets of contribution or potential significance.

Quite often, the granting of tenure will be tied to promotion from Assistant to Associate Professorship, so these same criteria apply. Some schools have a statement in their process which makes it clear that promotion is tied to merit, not seniority. Most schools continue to review the work and contributions of faculty each year. In certain cases, as a result of these reviews, an individual faculty member may be promoted to Full Professorship. Some, but not all schools outline the criteria for this final promotion. Those who do cite these sorts of guidelines:

Exceptional career accomplishments,
 Distinguished teaching,
 National or international recognition,

Publication or significant documents,
Outstanding research efforts and results.

There are a wide variety of methods of scoring or tabulating accomplishments, some of which are objective and easily seen while others are much more ephemeral and subjective. At some of the larger schools candidates at each level or stage are ranked according to the merit criteria. In this way, possibly not all may be recommended or promoted but those who have done a "better" job within the reviewed categories will be recognized. In these cases, it will not be enough to merely contribute but the degree of contribution may have to be significant rather than minimal. There are a great many methods of rating, such as the following:

Exceptional
Above average
Average
Below average
Poor.

Performance does not meet expectations within rank.
Performance meets expectations within the rank,
Performance exceeds expectations within the rank,
Performance far exceeds expectations within rank - distinguished performance.

Unsatisfactory - Quality and quantity of work totally unsatisfactory.
Immediate corrective action imperative.

Needs improvement - Work unsatisfactory in quantity and/or quality.
Individual not performing at adequate level. Corrective action required

Satisfactory - Individual performance at "satisfactory" level. Tasks and goals are being accomplished in a timely and competent manner.

Excellent - Quality and quantity of work consistently meritorious; goals regularly exceeded, highly productive; individual recognized

beyond the unit.

Superior - Preeminent distinction resulting from consistent outstanding meritorious accomplishments.

(SA) Strongly agree,
(A) Agree,
(N) Neutral,
(D) Disagree,
(SD) Strongly disagree.

1 - Excellent
2 - Very good
3 - Good
4 - Poor
NA - Not applicable
U - Unable or not qualified to judge.

1 - Lowest performance score
2 -
3 -
4 -
5 - Highest performance score.

At times, rather than rating the candidates a committee or a director may use the following recommendations to indicate their conclusions:

Renew,
Not renew,
Recommend for tenure,
Recommend for promotion.

In other cases, the recommendation are not handled on a numerical or letter rating scale, but rather by means of an essay type response. None of these were included, for obvious reasons, but they may be more specific and pointed. They may examine subtle nuances which may not be possible in only four or five options. On the other hand this sort of analysis does not lend itself to easy comparison of the accomplishments of one faculty member to another in an objective way.

There is no one "perfect" way to review the contributions of all faculty members, even in a single professional discipline such as landscape architecture. The key seems to be the fairness, equity and uniformity of reviewing all faculty member using the same criteria and measuring devices.

School by School Review of Academic Evaluation Processes

Each school submitted a completed questionnaire and examples of some of the descriptive material which they have available to explain the process, the facets reviewed and the criteria used in the evaluation process. Actual copies of the submitted materials are included in the Appendices. The following is a school by school synopsis or synthesis of the material provided.

California State Polytechnic University

Specific "Appointment, Retention, Tenure and Promotion Criteria" have been prepared for the Landscape Architecture Department at this University. These were approved on May 4, 1995 by the tenured faculty and will be reviewed again in the year 2000. These guidelines are used to supplement the criteria prescribed in the Campus Administrative Manual. This spells out, in some significant detail, the eligibility criteria for each level of promotion, the merit criteria in great detail and relates all of this to the collective bargaining agreement between the faculty and the administration. This is one of the best and most appropriate outlines for this particular profession. It has very clear eligibility criteria for:

Initial appointment,
Retention,
Tenure,
Promotion from assistant to associate,
Teaching,
Professional growth,
Effective, active service
Promotion from associate to full professor.

In the merit criteria, there is a very clear outline and are added to the initial eligibility requirements for employment. These are very carefully organized and include:

Academic merit
Appropriate terminal degree
Teaching ability
Teaching experience
Curriculum development

Instructional development
Instructional publications
Interdisciplinary participation
Fellowship(s)
Academic specialization
Professional growth and development
Professional practice
Other professional activities
Research
Service to profession
Additional formal education
Other education
Service
Service to department/college university
Service to community
Others forms of consideration
Ability to relate with colleagues
Initiative
Cooperativeness
Dependability
Leadership
Acceptance of responsibility
Ranking

This is a very clear, complete and fair document and is extremely explicit as to eligibility criteria for retention, tenure and promotion tailored specifically to the unique characteristics of the profession of landscape architecture.

College of Agriculture and Life Sciences at Cornell University

In August of 1994 a one page memo was distributed at this institution which dealt with "Reappointment, Promotions and Periodic Review of Faculty" This was accompanied by another single page which dealt with the "Periodic Review of Faculty". In the Landscape Architecture Program there was also a single page of Policies and Procedures which covered "Academic Rank, Promotion and Tenure". This latter page covers, in some detail the criteria, the process and the requirements for advancement from level to level in the academic hierarchy.

This particular University has a sabbatical system for allows for faculty to have a six month sabbatical every six years at full pay or a 12 month leave at half pay every six years. The beginning faculty is reviewed at the end of three years, then again after six years of employment for tenure. Upon receiving tenure and being promoted from assistant to associate professor each faculty member is eligible for a sabbatical. One other unique restriction at this school is that promotion from associate to full professor *may* occur only after twelve years of distinguished achievements to the University. The "Periodic Review of Faculty" spells out the details of the submittal process, which is an excellent mix of criteria prepared by the landscape architecture faculty incorporating procedures outlined by the university administration. Within the College, each department is given the responsibility for reviews after the first, second and fourth year of service. This seems to be a good sharing of responsibility and authority while fully recognizing the unique characteristics of the profession of landscape architecture in this academic setting.

University of Georgia

A dossier and annual report guidelines is made available to all faculty in the School of Environmental Design. This gives an outline of what is expected and in what form it is to be presented, which covers:

- Academic history
- Resident instruction and continuing education
- Scholarly activities, which includes,
 - Publications
 - Creative contributions other than publications
 - Grants received
 - Recognition and outstanding achievements
 - Areas in which research is done
 - Supervision of student research
 - Editorship or editorial review
 - Convention papers
 - Invited talks
 - Citations and reprint requests

- Public service
- Other services

The submitted material does not cover the time schedule or the process in detail but it does outline the submittal material in as much detail as does any school. It also recognizes the unique requirements of the profession of landscape architecture. This is a very tailored and honed listing. It does put a high premium on productivity, visibility and activity and almost none on some of the factors of lesser importance. It is no wonder since this is a mature program with great renown and acceptance over an extended period of time.

Kansas State University

The Landscape Architecture and the Regional and Community Planning Departments were merged into a single unit in 1993 and they developed a standardized evaluation form which is shown in the Appendix. This covered:

- Teaching effectiveness
- Research and creative endeavors
- Public and institutional service
- Professional activity.

This form covered the evaluation, by the department head, for each program and included the teaching and professional objectives for the next calendar year for each faculty member in each program. The department heads rated faculty according to both the quantity and quality of the faculty endeavors. In each of the four faculty review categories, there are four possible levels of approval or disapproval, which were:

- 1.0 - Performance does not meet expectations,
- 2.0 - Performance meets expectations within the rank
- 3.0 - Performance exceeds expectations within the rank
- 4.0 - Performance exceeds expectations within rank - distinguished performance.

Therefore, it seems possible to have a rating of

32.0 in an annual review or it may be possible to score as low as 8.0 or anywhere in between. This is easily implemented and does allow for some 320 levels of accomplishment, which is significant gradation but is more easily understood than a simple subjective statement. In this situation there is also a provision for the faculty to respond to the evaluation by providing statements to supplement or counter the rating of the department head as it is passed up the hierarchy for evaluation.

University of Kentucky

In answer to the relevant question on the questionnaire, this university indicated that the faculty was reviewed using 'standards developed by the university, the specific program, faculty and individual's job description'. They did not, however, submit any of these as a part of this survey.

North Carolina State University

The "course evaluations, faculty annual reports and outside peer evaluations (tenure; promotion)" were indicated as the criteria used at this particular university, though no examples were submitted as a part of this inquiry.

Mississippi State University

The annual faculty review format and instructions were the basis for the the faculty to submit and the peers and administration to review the work of the individual instructor at this university. This review is conducted by the appropriate administrator on an annual basis and it the responsibility of the faculty member to complete this particular form in sufficient detail to indicate the work and the contributions. Copies of this review were to be filed each year with the department head and the academic dean. The final overall rating of the particular instructor was to be reported to the office of the Provost and the Vice President for Academic Affairs.

This was an action and product oriented appraisal and stressed accomplishment in a heirarchical relationship. Teaching was a primary consideration for review, with evidence of success requested in a

number of ways. This ranged from student evaluations, self evaluations, measures of student success, peer reviews, department head review, recognition of outstanding teaching, developmental activities, course outlines, test materials, etc. This was one of the most complete explanations of what was deemed to constitute effective teaching. This request was supplemented with a reference to the current faculty handbook. If teaching is important in landscape architectural education, it would seem to be appropriate for either the American Society of Landscape Architects or the Council of Educators in Landscape Architecture to develop some sort of guidelines as to what is deemed effective teaching in this field in studios, lecture classes and in graduate symposia. This school began to deal with techniques of measurement with the onus being placed on the faculty member to define exactly what they did which was effective in pedagogy at their institution in this specific discipline.

Academic advisement was in second priority with a listing of undergraduate advisees, graduate advisees, specialist advisees and doctoral students advisees. The breakdown was divided into the role of the major professor, minor professor and committee member. This is predicated on the freedom of the student to pick a specific professor though at many schools students are assigned to a single advisor and do not have this freedom. If the students have the freedom to choose their advisor this may become a popularity contest to a certain extent.

The third priority is in courses initiated, innovations instituted and other teaching contributions at this school. This included a request to submit new courses initiated, special lectures offered in other courses, generation of teaching aids, activities supportive of teaching, student achievements, etc. If all teaching assignments are controlled by a central administration, then, only innovation in the assigned classes could be considered in this category at other universities. This would encourage team teaching and interaction with faculty in other classes and disciplines.

The fourth section of this review format covered what was designated as "Other" (including profes-

sional development". Such an appellation is confusing to an outsider and probably requires an explanation which would be available through consultation with administrators at this school. Certainly this would include membership in professional societies, taking continuing education courses and additional academic work beyond the existing degree level.

Oklahoma State University

This University submitted both the new and the old forms for faculty evaluation of administrators, not the forms for administrator review of faculty. This is the only program which submitted such material and it is interesting to note the factors which are considered in such a review. The old form was substantially an invitation to to answer a series of questions with short, subjective essays. This would be difficult to grade, evaluate or quantify, in any way though it would give more flexibility as to perceptions and opinions. The new form asked for a response dealing with six options, which included:

- (SA) Strongly agree
- (A) Agree
- (N) Neutral
- (D) Disagree
- (SD) Strongly disagree
- (NI) No information.

The four points covered in these questions included:

- Leadership (11 questions)
- Administration (11 questions)
- Communication (9 questions)
- General appraisal of administrator (1 question).

It was noted that a separate page could be used for more comments on the last question as to whether the administrator should continue as the head/director of the unit. This is the only instance of any school which had this sophisticated a form for the reverse review of an administrator by the faculty member. It is still unclear what sort of form is used by the administrator to review the work of individual faculty members.

Purdue University

The Horticulture Department at Purdue, of which the Landscape Architecture is a part, utilizes an evaluation and nomination form which has six levels of rating, which are as follows:

- 1 - Excellent
- 2 - Very good
- 3 - Good
- 4 - Fair
- 5 - Poor
- NA - Not appropriate
- U - Unable or not qualified to judge.

The signature of the administrator is required on this form only if the faculty member is being nominated for promotion, if that is not the case, no signature is necessary. A recommender is asked as to the desire to nominate or not nominate each faculty member reviewed. The faculty responsibilities are divided into percentages for teaching, extension or research.

This evaluation form was divided into five sections, which covered:

- Teaching (Six elements and an overall rating)
- Research, Scholarship, or Creative Endeavor (Seven elements and an overall rating)
- Excellence in Continuing Education and/or Service (Six elements and an overall rating)
- Overall Performance and Potential for Future Growth (One element)
- Departmental Contribution (One line with seven optional answers)

Accompanying this one page check list is a two page explanation of the "General Considerations to be Applied When Using the Evaluation and Nomination Form". This helps to define terms used on the evaluation form and amplifies on what is to be used to make judgement of the faculty

member. This is a very complete and well organized list which relates well to both the horticulture and landscape architectural faculty. This is one of the most complete, rigorous and well thought out explanation of the criteria used to evaluate faculty. With this degree of sophistication on the criteria, it seems that there ought to be more than five levels of response. There is little reward in this system for professional practice or service to the community through *pro bono* projects which often give recognition to landscape architectural programs in other locations. This is much more oriented, in this form, to traditional scholarly approaches, more common to horticulture than landscape architecture. It might be difficult for landscape architectural faculty to meet these guidelines and still be significant actors in their professional discipline and gain promotion at this university.

In the area of departmental contributions, advising responsibilities may be assigned to one faculty member rather than allocated to all faculty members. In this case, only one or a small number of faculty members may be able to meet this guideline. The full range of departmental contributions are not as clearly defined or specifically spelled out as they might be in this particular document and are left up to interpretation by both the faculty member and by the program administrator.

Penn State University

The faculty review instrument at this university was an open ended, subjective, question and answer document which was completed by the faculty member and reviewed and evaluated by the administrator. These were broken down into the following ten categories:

- Special events - honors, awards, nominations, elections, etc.
- Courses taught
- Work with graduate students
- Continuing education efforts
- Current research
- Publications
- Grants
- University presentations

Presentations beyond the university,
Significant service activities.

One other very important aspect of this review instrument asked the following five questions:

- How do the activities listed above fit your personal plan for professional development?
- In your opinion, what was your greatest accomplishment this past year?
- What was your greatest frustration this past year?
- What goals are you setting for yourself for this coming year?
- What might be done that could increase your satisfaction in your position at Penn State?

This is a very positive approach to gaining response and input from the individual faculty member and seems to be "faculty friendly" rather than judgmental.

To rate the faculty member, using this system, would be somewhat difficult both to do and to defend with either the faculty member or to upper level administrators. This is all very subjective and requires a knowledgeable and sensitive administrator. Obviously the input of the student evaluations would be a factor in ascertaining teaching effectiveness, but merely listing courses taught would indicate little of importance, especially if the teaching responsibilities were assigned by the administrator reviewing the faculty member. This is primarily an undergraduate program, so the question about the graduate students was somewhat more relevant than it would in other schools. No weighting of publications was evident, so that books, articles and refereed papers might appear equal except to a very knowledgeable landscape architectural administrator.

This is a large, mature program with a great many fully tenured faculty members who could very clearly amplify the answers to each of these questions. It is a fully independent program so that only those in the discipline would provide the initial reviews for passing up the hierarchy

**State University of New York
College of Environmental Science and
Forestry**

This program, which is large, mature and well organized has very complex and clearly stated criteria and procedures for faculty advancement which were adopted in May of 1988. They also have Faculty Bylaws which were first adopted in May of 1985 and amended in December of 1992. The Preamble of the Bylaws stated that their purpose was "to set forth the governance responsibilities . . . and to establish an organization and the procedures necessary for the effective performance . . . and for the orderly transaction of faculty business." This is the only program which submitted such a governing document which accompanied the criteria and procedures for faculty advancement document. These criteria are among the most complete and comprehensive of any submitted as a part of this survey. The contents of this document were as follows:

- Introduction
 - Objective
 - Policies and Agreements
 - Faculty Context
- Annual Reports
 - Importance and Use
 - Contents
- Criteria for Faculty Evaluations
 - Types of Faculty Evaluations
 - Criteria for Faculty Evaluations
 - Use of Criteria in Decisions of Different Types
- Peer Review
 - Function
 - Peer Review Committee
 - Committee Procedures
- Description of Evaluation Process
 - Overview
 - Definitions
 - Evaluation File
 - Solicited Materials
 - Step-by-Step Procedures
- Appendices
 - Format for Annual Reports
 - SUNY Faculty Evaluation Criteria as applied to Land. Arch.

**Administrative Directives Bearing
on Faculty Evaluations
Article 31
Provost and Vice President
of Academic
Affairs Memoranda**

The Annual Reports called for in this document are to be in three parts, the first of these is a report on accomplishments for the year, the second part is a statement of plans for the next year and the third is a current resume. This is done in a standard format which is spelled out in this same document. The entire process, requirements and importance of the process are spelled out in great detail in these criteria. The format for the submission of the annual report was to be included in Appendix A of the criteria, which were not included with the submission for this study.

There are three types of evaluations at this university, the first of which is for renewal of contract. Untenured faculty are appointed for 1, 2 & 3 year sequences. They are then reviewed at the end of the first, third and sixth year of service, the last of these is for continued appointment through tenure. The second type of evaluation is for continuing appointment. For all faculty appointed at the Assistant Professor level, an evaluation for continuing appointment must be completed by the end of six years of service. For faculty appointed at the Associate Professor level, the continuing appointment should be completed by the end of the third year of service.

There are three kinds of promotion listed in these criteria. The first of these is from instructor to assistant professor, the second is from Assistant to Associate Professor and the final level is logically from Associate to Full Professor. These may not necessarily be tied to the granting of tenure.

The criteria listed by the SUNY Board of Trustees identifies five criteria which are used in all types of faculty evaluations, which are:

- Mastery of the subject matter
- Effectiveness in teaching
- Scholarly ability
- Effectiveness of University Service
- Continuing Growth.

The criteria noted that "further descriptions and illustrative examples of these criteria as applied to Landscape Architecture" were to be included in Appendix B, which was not submitted as a part of this survey.

This document went on to outline the use of criteria in the decisions of different types. These consisted of potential actions, such as:

- Contract renewals
 - First year
 - Third year
 - Continuing appointment
- Promotion to Associate
- Promotion to Full.

Then, each of these was coupled to the appropriate level and type of evaluation.

Also included in these criteria was an outline of peer review as utilized at SUNY - Syracuse. These included peer review committees which were appropriate for each level of evaluation. This included who was to be on the peer review committee and the responsibilities of the committee members. These documents were among the only ones which dealt, in some detail with the committee procedures which were divided into three responsibilities, which were:

- Mentoring - of the candidate by a member of the committee
- External opinion - of the faculty member
- Report - which must be written and confidential, conforming to SUNY Trustees criteria

This report is submitted to the Chair, becomes a part of the candidates evaluation file to which the candidate has access. The total evaluation is a combination of both peer and administrative review. Then, a series of definitions are provided which clarify all of the terms used in the entire instrument. All of this is then supplemented with a discussion of the step-by-step procedures used in the total process, which is summarized as follows:

- Discussion on promotion
- Initiation of evaluation

- Meeting of peer review committee
- Initiation of evaluation file
- Submission of evaluation file
- Solicited materials
- Peer review
- Candidate response (optional)
- Discussion with candidate
- Chair report
- Candidate response (optional)
- Provost and Vice President of Academic Affairs report
- Candidate response (optional).

All of this is then supplemented with the By Laws of the Landscape Architecture Faculty. The Policies of the Trustees of the State University of New York provides the authority of these Bylaws in the following words; "4. Responsibility. The faculty of each college shall have the obligation to . . . participate significantly in the initiation, development and implementation of the educational program." This is unusual among the submittals since it is the only program which is governed in exactly this way.

These are extremely clear, complete and fair faculty review and evaluation guidelines and even though they are tailored specifically to this school and situation, they give guidance and direction to other programs.

University of Toronto

This program probably has the most complete and well thought out criteria for the evaluation and review of landscape architectural faculty. The entire process is based on the "Hollenberg Report" which was developed by a faculty committee concerned with creative professional activity. The landscape architecture program responded to that report and developed specific which criteria could be used as a model for other schools or programs. These seem to be "state of the art" on very defensible guidelines and procedures for reviewing and evaluating the unique characteristics of landscape architectural faculty members. Copies of the Report and the full criteria for "Creative Professional Activity in Landscape Architecture" developed by this school are included in the

Appendices of this study. The landscape architecture faculty developed specific standards based on the Report which included the following criteria and the way such criteria might be met:

- Exemplary practice
- Innovations in practice
- Peer acknowledgment
- Public impact.

They outlined the most common basics of peer recognition by outlining eleven different activities. They defined, in a very complete and well thought-out way, the categories of creative excellence and innovation; exemplary public service and professional leadership. The document developed at this university spelled out with great specificity the types of competitions which were acceptable, types of professional awards which were considered acceptable, the sorts of exhibitions which might or could be considered adequate to be considered for promotion or tenure. This names names which are acceptable specifically in landscape architecture, not in some other related profession, field or discipline. This document represents, it seems, a maturing of landscape architecture as an academic discipline. For the first time, it is not a borrowing from someone else or a modification of criteria from another area, this is landscape architecture in academia as it exists in this geographic and political location. It includes credit for authorship or editorship of studies or reports for local government bodies and working on the development of public policy or guidelines. Finally, a listing of acceptable refereed and non-refereed professional journals are outlined in this document, which is the only such instance in which this was included among those materials submitted in this survey.

One other section covers the method of evaluation with the same degree of exactitude. For example, it refers to the importance of letters from former students and those outside the university who have stature or status significant to merit consideration as a part of the process. Another important part of this methodology is that the composition of committees for tenure and promotion are to be made up of at least 50% of representative from the profession of landscape architecture.

Each faculty member is to prepare an annual activity report which is then reviewed based on the explicit criteria. In addition, this schools seems to require the greatest degree of reporting on supplementary income and employment outside of university duties. These forms ask for data on private professional work, university grant or contract work or supplementary teaching and non-remunerated activity (such as in performing duties as an officer of a professional association). Each faculty member is asked to outline paid professional activities, paid non-professional activities and the use of university resources. They also have annual assessments of teaching, research/creative professional activity and administrative duties to determine monetary awards for performance which is spelled out, in some detail, as a part of this submitted material.

The "Hollenberg Report" officially entitled **Working Group on Creative Professional Activity** is a milestone relating to landscape architectural education in that it allows for a much broader view of professional activity beyond traditional academic research and publishing. This document begins with a definition of the terms of reference and a statement of the problem. It then went on to discuss the previous attempts at a definition, discussed the components of the definition and covered in greater detail the three areas of contribution in professional fields. Under professional innovation/creative excellence they discussed both of these areas then the methods of evaluation. Under exemplary professional practice they also discussed the wide range of potential evaluation and finally covered contributions to the development of professional practice. They summarized with a discussion of the use of creative professional activity as a criterion in decisions. The report developed two recommendations which (1) delegated to the divisions the responsibility for developing specific criteria and documentation requirements, and (2) the responsibility of the divisions to report such guidelines to the Vice-President and to the Provost. This allowed and encouraged landscape architecture to be recognized as it never had been before in an academic setting. Therefore a faculty member would be able to be judged by standards relevant to this distinctive profession, not by standards from another

profession or discipline which have been modified for their use. As the profession of landscape architecture grows and as its relevance and importance increases in the academic community, new and specific standards will be developed for very effective evaluation at all levels. This university has led the way with the materials which they have submitted.

University of Texas at Arlington

Twenty eight questions are asked under three distinct categories in the annual personnel evaluation form at this university. These are arranged under the headings of teaching competence, institutional responsibility and external connectedness(sic.). Each faculty member is asked to evaluate themselves on a scale of 1 to 5 with 1 being the lowest and 5 being the highest. The faculty member then submits this with their own evaluation of how they measured themselves in each category. The program administrator then evaluates the faculty member on the same scale. Under each question is a small space for writing in comments, either by the faculty member or by the program administrator. There are no guidelines or criteria attached to these as to the process, the disposition or the use of these documents. Evidently each of these questions and the answers to them represent equal weight in the evaluation of the contribution of the faculty member. The first five questions under Teaching Competency deal with that subject as do the last two in the same section. Questions 6 through 10 deal with relationships within the program and do not relate directly to teaching. Under the heading of Institutional Responsibility Question # 10 deals with teaching responsibility, not institutional responsibility. One question under External Connectedness(sic.), (#5, the next to last question) deals with products and accomplishments while one other question (#4) deals only tangentially with scholarly research in any way. Out of 28 questions, seven relate to teaching competence, one relates to "staying current agencies, foundations . . . who support research and program related grants," one relates to "submit(ing) works for publication, funding exhibition and other outside recognition." The remaining 19 questions deal with relating most effectively to the

program, faculty, school and university. This is much different than many of the evaluation instruments of other, larger and more established institutions. If a copy of this evaluation is sent along to higher administrative levels it is not always provided to the faculty member after it is completed by the program director.

Utah State University

The "Guidelines for Tenure and Promotion" for the College of Humanities, Arts and Social Sciences apply to the landscape architecture program at this university. They were adopted in 1984 and require a written faculty role statement. Each faculty member is "responsible for defining his/her objectives on an annual basis which should be discussed and approved by the department head." The "written role statement is critical to evaluation and review process." In these published rules the role and duty of the tenure and promotion committee are outlined as essentially to "review the faculty member's professional role and to provide professional judgements regarding the faculty member's performance of that role". These rules also define the role of the department head to help the candidate in preparation and in receiving the committee's recommendation and in passing it along with the dean. The dean's role is defined as receiving the recommendations of the committee and the departmental head and in making a judgement as to pass it along to university administrators. There are general college guidelines and specific criteria for the arts, humanities, social sciences and the professional programs, the latter of which includes landscape architecture.

In the professional programs, the criteria for appointment or promotion is based on three areas, which are: teaching, contributions to the discipline and service to the institution and the community. There were separate guidelines for use in the department of landscape architecture which include outside review and different levels and types of review for promotion to associate and full professor. There were also extensive instructions on the completion of the annual activity/time survey to be completed by each faculty member. These were the basis for the yearly review of each

These were the basis for the yearly review of each faculty member. The description of activities were broken down into the following categories:

- Instruction
- Department and Program
 - Faculty meetings
 - Department assignments
 - Undergraduate or graduate program coordinator
 - Undergraduate academic advising
 - Course and curriculum development
 - University and college committees
 - Student service
- Professional and scholarly development
- Research
- Service

It was noted in February 1988 that this was the fifth revision since its inception in 1974.

One of the very significant innovations utilized by this department was the development of a conversion schedule which related instruction, department and program activities to hours required in a week. This, for instance, equated studio instruction to from 13 to 16 hours per week, lectures represented 8 to 10 hours per week, faculty meetings 3 hours, professional and scholarly development at 8 hours per week and 2 hours per week per proposal. The complete breakdown of this schedule is shown in the appendices and is very instructive. The distribution of time for teaching assistants is also covered in a separate listing as a part of this conversion schedule.

One other aspect of the total package from this university was a tabulation page for the activity and the hours for each quarter by category. In this way, the studio, technical, lecture, seminar, tutorial, thesis, field service and unscheduled activities were each listed. Then the attendance at faculty meetings, department assignments, role of program coordinators, cooperative education internships, academic advising, course development, service on university/college committees, student service, professional development and research were all listed and the faculty merely had to fill in the blanks which could be easily checked and

scored by program administrators. This is an extremely objective method of faculty assessment, though it could become very mechanical in a field which is seldom this neat and orderly. If "there is no learning, there is no teaching," then "going through motions" may not necessarily be enough and this only measures the motions, not the outcome.

In order to help the individual faculty member prepare to be reviewed an overview of the process is spelled out in a printed document. This is keyed around the phrase, "Good communication among college, department head, committee, and candidate is the key", this document covers the responsibilities of the candidate, such as:

- Keeping a file,
- Visual effect,
- What to include, what to leave out,
- Common pitfalls in decision-year file.

This form also notes that sample files are available for review in the College office which includes the responsibilities of:

- Department heads,
- Tenure and promotion committee chairs,
- Ombudsperson.

All of these documents are shown in the Appendices to this report. This includes the checklist for the ombudsman for each committee. A schedule of tenure and promotion decisions for a typical academic year. All of this was a very "user friendly" package which helped the applicant in a very positive way. There was an air of working together for the good of the university rather than the adversarial approach or attitude apparent in some of the submitted material.

The process of faculty evaluation by administrators is a valuable tool which will become even more important in the future as the concept of tenure may disappear or become less common. If faculty members are appointed only for a limited period, then the decisions will have to be made as to who to keep and who to let go on an annual basis depending on student levels and teaching needs, which may well happen sooner rather than later.

Peer Review of Landscape Architectural Faculty

Peer review by landscape architectural faculty is as old as the profession but it has always been, and still is, a "top down" process so that it has never been true "peer" review, in the strictest sense. Senior faculty review junior faculty, and at times all faculty review administrators at some schools, but nowhere do junior faculty review senior faculty nor do members at the same level review each other. At one school, senior, tenured landscape architectural faculty are not allowed to review junior landscape architectural faculty, that is done only by architectural faculty members.

There are very few models for peer review which is truly effective and without substantial problems. Because of all of these factors, the peer reviews presented in the material gathered in this survey cover peer review of junior faculty members by senior faculty members at some of the schools which submitted material.

Some schools hold the view that all review is, in effect, "peer" review with recommendations made to administrators. In those cases, the intent is that administrators never actually review the faculty members, they just receive and pass on the reviews done by supposed "peers" of the faculty member. This is obviously much easier in the older, established programs, which have significant numbers of faculty members who then can review the incoming instructors and assistant professors as they come "on-line" for review and evaluation. There are some landscape architectural programs which act as a revolving door, seeking a new director, from the outside, every three or four years. There have been other programs, in the past, which have gone as long as twenty years just rotating a series of young assistant professors through the program without granting any of them tenure. When the profession was less established academically there were often lax standards and a haphazard process which resulted in abuses and preferential treatment. As the profession has grown and developed as an academic discipline, the process has become much tighter and more responsible. This study and the larger CELA report, parallel to this, suggests a very defensible process in most of the larger and more highly

organized schools.

The Penn State criteria spell out the function of peer review at that particular institution in the following words:

"All faculty evaluations are subject to peer review unless otherwise directed by the College administration. The function of the Peer Review Committee is to provide recommendations and commentary to the Chair, and through the Chair to the Provost and the Vice President of Academic Affairs. In each faculty review, a constructive process to the candidate is envisioned."

In this instance, peer review committees were responsible for reviewing other faculty members being considered for contract renewals, continued appointments, promotion to associate and to full professorships. There was not so called "peer review" of faculty members at the same level or of those at a higher faculty member. Even here it was only review by those at a higher level from within the landscape architectural program. One other caveat was included to expand the pool of a potential "peers" in the following way:

"The view of the Landscape Architectural faculty, not included in any Peer Review Committee by virtue of these definitions, may be sought as appropriate through the solicited materials process."

The University of Toronto alluded to peers, as both colleagues inside the University, but also those from the same profession from outside the University. These peers also covered present and former students, clients and members of other disciplines who interact with the candidate. They indicated that:

"Such assessments should be specific in nature and should be solicited from a number of individuals selected by both the candidate and the reviewing body or individual."

Cal-Poly SLO	x		x	x	x	x													
Cornell		x	x	x	x														
Georgia			x	x	x														
Kansas State			x	x	x														
Kentucky		x	x	x	x														
Mississippi State			x	x	x														
N.C. State			x	x	x														
Okla. State			x	x	x														
Penn State			x	x	x														
Purdue			x	x	x														
SUNY - Syracuse		x	x	x	x														
Toronto	x		x	x	x														
UTA			x																
Utah State	x	x	x	x	x														
	Initial appointment	Retention	Granting tenure	Assistant to Associate	Associate to Full														

Administrative Review of Faculty

Criteria Levels in Faculty Review

Different criteria are obviously used to recruit a faculty member than to promote another to full professorship. In order to be fair to everyone in the process, these levels of criteria need to be spelled out in some detail in written literature. There are at least five levels of commonly recognized in most landscape architectural programs with a sixth possible in some instances. The first level has to do with initial employment of faculty, since there are certain generally recognized educational and experience levels needed to even be

considered as faculty. Then, on a yearly basis, there are certain other criteria which must be met for retention. Finally after a specified period of time the ultimate decision for retention must be made for granting tenure, based on other, stated distinct criteria. Then, after another period of time, another decision must be made based on yet other criteria to confer a full professorship on an exceptional faculty member. In isolated instances, distinguished or endowed professorships may be granted using yet other, still tougher, criteria.

Cal-Poly SLO					x														
Cornell	x																		
Georgia					x														
Kansas State			x																
Kentucky					x														
Mississippi State			x																
N.C. State									x										
Okla. State																			
Penn State					x														
Purdue					x														
SUNY - Syracuse					x														
Toronto	x																		
UTA																			
Utah State			x		x														
	Administrator/review	Administrator/recomm.	Administrator/assistance	Not stated	Unclear														

Administrative Review of Faculty

Administrators Role in the Review of Faculty

In certain universities, the review of the contributions and work of the faculty is an administrative responsibility. In these cases the administrator, at whatever level uses certain criteria which are either written or published or are applied uniformly over time to hire, retain and promote individual faculty members. At all universities most of these criteria are published and made known to all potential and existing faculty members. The review and recommendations of the immediate administrator are passed up the administrative

structure through the college to the university level where the recommendations are either ratified or denied. The administrative review may be based on the recommendation of peers or it may be based solely on the evaluation and the findings of the administrator. There are great many factors to be considered in the retention and promotion of any faculty member, including performance, budgets, faculty needs and the mix of faculty which is needed in the total program and only the immediate administrator is aware of all of these.

Cal-Poly SLO	×		×																	
Cornell	×		×																	
Georgia	×		×																	
Kansas State		×																		
Kentucky																				
Mississippi State																				
N.C. State		×																		
Okla. State		×	×																	
Penn State			×																	
Purdue		×																		
SUNY - Syracuse	×		×																	
Toronto		×																		
UTA	×		×	×																
Utah State	×			×																
	Peer review required	Peer review permitted	University peers	Professional peers																

Administrative Review of Faculty

Peer Review Required/Allowed

The concept of peer review is common in faculty evaluation, review and promotion. The concept is that it takes someone with a similar background to understand the complexity of the work, accomplishments and contributions of a particular faculty member. Peers are thought to be best able to weigh the teaching, research and scholarly activities, service to the university, the community and the constituency of any school. The definition of peers is often open to a great degree of question and discussion. Are peers merely other faculty

members, are they fellow professionals from the same discipline, are they those from related fields or are they peers from similar racial or ethnic groups? Peer review is increasingly common and required, but the question always revolves around who chooses and defines the "peers" and how important is their recommendation in the final decision making by the program and college administrators. At times true "peers" are not allowed on the committee and only those from related fields are deemed as "peers".

Cal-Poly SLO				×																
Cornell				×																
Georgia			×																	
Kansas State	×			×																
Kentucky																				
Mississippi State		×																		
N.C. State																			×	
Okla. State																			×	
Penn State				×																
Purdue		×																		
SUNY - Syracuse				×																
Toronto				×																
UTA		×																		
Utah State																			×	
	4 levels	5+ levels	Open ended	Percentages	Conversion schedule	Not available														

Administrative Review of Faculty

Faculty Accomplishment Ranking/Rating Methods

All faculty members accomplish something but all faculty accomplishments are considered equal in the eyes of those involved in faculty review and evaluation. The educational institution has a stated function and the role of each faculty member fits into that function. To the end that the faculty member is involved in teaching, public education, scholarly research, publishing and service to the university, the community and their own discipline, they are successful. However, even that is a gross over-simplification since there is in each

university a complex method, often unstated, for measuring the importance of each of these. Obviously, some of these are more important to certain administrators than they are to others, but the rating or ranking of each of these are a consideration in the retention and promotion of those who meet specific criteria. This says as much about the school, the program or the university as it may about the specific faculty member. An instructor who may not meet the criteria at one school may meet those at another program.

Cal-Poly SLO	8/24	5/24	1/24	1/24	1/24	1/24	6/24			
Cornell										
Georgia	2/16	5/16	3/16	1/16	1/16	1/16	1/16	2/16		
Kansas State	2/22	3/22	6/22	4/22	3/22	3/22		1/22		
Kentucky										
Mississippi State	3/14	3/14	3/14	1/14	1/14	1/14	1/14	1/14		
N.C. State										
Okla. State										
Penn State	2/10	1/10	2/10	1/10	1/10	1/10	1/10	1/10		
Purdue	6/19	1/19	5/19	1/19	2/19	1/19	1/19	2/19		
SUNY - Syracuse	1/5	1/5	1/5		1/5			1/5		
Toronto	5/20	5/20	4/20	1/20	1/20	1/20	3/20	1/20		
UTA	7/28	1/28		10/28	1/28	1/28		8/28		
Utah State	5/19	4/19	1/19	1/19	1/19	1/19	5/19	1/19		
	Teaching	Professional growth	Research	Service - Department	Service - University	Service - Community	Publishing	Other		

Administrative Review of Faculty

Emphasis/Importance of Factors in Faculty Evaluation

As faculty members go about their work in teaching, research, writing and public service they are being reviewed by students, other faculty members, administrators and by themselves. Each of these constituencies may have different emphases, criteria and method of evaluation. The faculty member needs to be aware of the relative importance of each of these different activities in order to spend time most efficiently. These priorities are not often stated in a clear way, they must be implied by the rating system used to evaluate the

work and contributions of each faculty member. The emphasis or the importance which the faculty member may assign to an activity may not be shared by the peers or by the administrator reviewing the work of the faculty member. This may lead to difficulty if the emphases are not the same since the instructor and the reviewer are working from different bases. Each school has a somewhat different emphasis on each of the required activities for each faculty member which must be fully comprehended and understood.

Cal-Poly SLO	×	×	×							
Cornell	×	×	×	×						
Georgia	×	×	×	×						
Kansas State	×	×	×							
Kentucky	×	×	×	×						
Mississippi State	×	×								
N.C. State	×	×	×							
Okla. State	×	×	×							
Penn State	×	×	×							
Purdue	×	×	×	×						
SUNY - Syracuse	×	×	×	×	×					
Toronto	×									
UTA		×	×							
Utah State	×	×	×	×	×					
	To the faculty member	To the immediate supervisor	To the school/college administrator	To the university administration	To senior faculty members	To all other faculty members				

Administrative Review of Faculty

Distribution of Final Review of Faculty

After a faculty member has been evaluated for whatever purpose, the distribution of that review instrument is of some importance. Often, but not always, the results are made available to the individual faculty member. At other times, they are passed along to the next higher administrator, especially if promotion is considered or a decision is mandated. In most instances they become a part of the faculty members permanent file to be used in the future for retention or possible promotion. In some instances, this information is made avail-

able to peer review groups, which may include those from outside the university community. There is no set way in which all schools distribute such information, nor should there be, but there is a certain degree of uniformity as shown on the responses to the questionnaire. The criteria for such distribution needs to be fairness and on a "need-to-know" basis. The faculty member needs to have access to this evaluation, possibly even to make comments before it is passed along for higher review, but certainly after the review is over.

Appendices

Appendix A

25 May 1995

Copy of transmittal letter
Copy of questionnaire

Director

Appendix B

Land Use Program

Any School or University

Anytown, Ar

Copies of the names to which the questionnaires were sent

Appendix C

Material submitted by the Schools

California State University and Polytechnic Institute - San Luis Obispo

College of Agriculture and Life Sciences - Cornell University

University of Georgia

Kansas State University

University of Kentucky

Mississippi State University

North Carolina State University

Oklahoma State University

Penn State University

Purdue University

SUNY - College of Environmental Sciences and Forestry

University of Toronto

University of Texas at Arlington

Utah State University

Gary O. Robinette, Associate Professor

Landscape Architecture

GR/st

Enclosure

Appendices

Appendix A

Copy of original letter
Copy of questionnaire

Appendix B

Copies of the names to which the questionnaires were sent

Appendix C

Material submitted by the schools

California State University and Polytechnic Institute - San Luis Obispo

College of Agriculture and Life Sciences - Cornell University

University of Georgia

Kansas State University

University of Kentucky

Mississippi State University

North Carolina State University

Oklahoma State University

Penn State University

Purdue University

SUNY - College of Environmental Science and Forestry

University of Toronto

University of Texas at Arlington

Utah State University

25 May 1995

Director
Landscape Architecture Program
Any School or University
Anytown, Any State or Province

Dear Sir or Madam:

The methods and techniques of faculty review and evaluation are constantly changing, but they are more important than ever in times of tight budgets and critical review of educational efforts by external entities. Like many other, older, landscape architectural programs, we at UTA are faced with legislative, administrative and student scrutiny in nearly all aspects of what we do.

In order to know better what other universities are undertaking in faculty evaluation and review, we are seeking to gather instruments and procedures from other schools. Toward that end, we are requesting your assistance in sending along copies of your:

- +peer review criteria and evaluation methods and documents,
- +student evaluation forms and criteria, and
- +administrative review methods and documentation of faculty activity.

We would also like to know the distribution or disposition of any review summaries or documents. That is, are these made available to everyone, or only to the individual faculty members.

Your help would be appreciated in this data gathering. In return for your help, we will send you a summary of our study which will contain copies of all of the materials we receive. This is a timely topic which we will all continue to face in the foreseeable future.

Please send this material to: Faculty Evaluation Survey
Landscape Architecture Program
University of Texas at Arlington
P. O. Box 19108
Arlington, Texas 76019-0108

by August 15, 1995

Sincerely,

Gary O. Robinette, Associate Professor
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GR/st
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Landscape Architecture
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QUESTIONNAIRE FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?
This is the basic material which was submitted by each of the schools or programs. It gives a better picture of the actual forms used by the particular academic institutions in the order of the schools making the data available. Hopefully they will be of further assistance to those with an interest in this subject. The following is a listing of the schools which made forms available.
 - a. What criteria do they use in this evaluation?
 - b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply)
 - c. To whom is this information is distributed?
_____ to the faculty member?
_____ to other faculty members?
_____ to students?
_____ to other administrators in the University? If so, to whom?
2. Do faculty members engage in peer review of other faculty members?
 - a. What criteria do they use in such an evaluation?
 - b. Do they use a standardized form or format?
(If so, could you please include a sample copy with your reply?)
 - c. What is the disposition or distribution of this information?
_____ to the faculty member?
_____ to the program administrator?
_____ to other faculty members?
_____ to school or university administrators?
3. Do students evaluate faculty members?
 - a. What do they evaluate and what criteria do they use?
 - b. Do they use a standardized form or format in doing this?
(If they use a standard form, could you enclose a copy of it with your reply?)
 - c. What is the disposition or distribution of this?
_____ to other students?
_____ placed in the library?
_____ to the faculty member?
_____ to other faculty members?
_____ to the administration?

Appendix C

This is the basic material which was submitted by each of the schools or programs. It gives a better picture of the actual forms used by the particular academic institutions. They are presented here in alphabetical order of the schools making the data available. Hopefully they will be of further assistance to those with an interest in this subject. The following is a listing of the schools which made forms available.

California State University and Polytechnic University - San Luis Obispo

College of Agriculture and Life Sciences - Cornell University

University of Georgia

Kansas State University

University of Kentucky

Mississippi State University

North Carolina State University

Oklahoma State University

Penn State University

Purdue University

SUNY - College of Environmental Sciences and Forestry - Syracuse University

University of Toronto

University of Texas at Arlington

Utah State University

California Poly - San Luis Obispo

Appendix C

This is the basic material which was submitted by each of the schools or programs. It gives a better picture of the actual forms used by the particular academic institution. They are presented here in alphabetical order of the schools making the data available. Hopefully they will be of further assistance to those with an interest in this subject. The following is a listing of the schools which made forms available.

- California State University and Polytechnic University - San Luis Obispo
- College of Agriculture and Life Sciences - Cornell University
- University of Georgia
- Kansas State University
- University of Kentucky
- Mississippi State University
- North Carolina State University
- Oklahoma State University
- Penn State University
- Purdue University
- SUNY - College of Environmental Science and Forestry - Syracuse University
- University of Toronto
- University of Texas at Arlington
- Utah State University

May 4, 1995

- to the administration?
 - to other faculty members?
 - to the faculty members?
 - placed in the library?
 - to other students?
- c. What is the disposition or distribution of this?

d. Do they use a standardized form or other formal instrument? (If so, could you please provide a copy of the form?)

The Landscape Architecture faculty is composed of individuals who are required to have a minimum of a master's degree in landscape architecture or a related field in order to be considered for the position of faculty member. The minimum requirements for that person are as follows: a minimum of a master's degree in landscape architecture or a related field in order to be considered for the position of faculty member. The minimum requirements for that person are as follows: a minimum of a master's degree in landscape architecture or a related field in order to be considered for the position of faculty member.

e. To whom is this information distributed? (If so, could you please provide a copy of the form?)

f. Do they use a standardized form or other formal instrument? (If so, could you please provide a copy of the form?)

g. Do faculty members engage in peer review of other faculty members? (If so, could you please provide a copy of the form?)

California State University - San Luis Obispo, California Polytechnic at San Luis Obispo

Faculty Evaluation and Review Procedures

Faculty Questionnaire

1. Do administrators evaluate individual faculty members at your University?

2. What criteria do they use in this evaluation?

3. Do they use a standardized form or other formal instrument? (If so, could you please provide a copy of the form?)

4. To whom is this information distributed? (If so, could you please provide a copy of the form?)

5. Do faculty members engage in peer review of other faculty members? (If so, could you please provide a copy of the form?)

6. Do they use a standardized form or other formal instrument? (If so, could you please provide a copy of the form?)

California Polytechnic State University - San Luis Obispo

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

no

a. What criteria do they use in this evaluation?

b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply)

c. To whom is this information is distributed?

_____ to the faculty member?

_____ to other faculty members?

_____ to students?

_____ to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members?

a. What criteria do they use in such an evaluation?

Yes (see attached)

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

c. What is the disposition or distribution of this information?

to the faculty member?

to the program administrator?

_____ to other faculty members?

to school or university administrators?

3. Do students evaluate faculty members? Yes

a. What do they evaluate and what criteria do they use?

(see attached)

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?

_____ to other students?

_____ placed in the library?

to the faculty member?

_____ to other faculty members?

to the administration?

Approved	Date
Tenured Faculty <i>MB</i>	5/4/95

APPOINTMENT,
RETENTION, TENURE AND PROMOTION CRITERIA

for the

Department of Landscape Architecture
College of Architecture and Environmental Design

Introduction

Landscape Architecture is a profession demanding a balance of design, technology, natural systems, humanistic and artistic sensitivity, problem solving ability, and a fundamental concern for the health and well being of the total environment. The education of candidates to the profession must include the knowledge and skill related to these individual areas as well as their integration and application in an efficient and logically developing curriculum experience. The quality of the educational experience is dependent upon the delivery and general performance of the faculty responsible for the implementation of program objectives and curriculum intentions. The following criteria are established to aid the faculty and Department in meeting its educational mission.

The Landscape Architecture faculty is comprised of professionals with qualifications to practice in landscape architecture as well as in allied disciplines. This document presents the required qualifications for a faculty member and the activity and performance expectations of that person in the form of Eligibility Criteria. The criteria presented are to be considered for appointment, retention, tenure and promotion (RTP).

RTP decisions shall be based on individual records of performance during a particular evaluation period. In addition to performance record, each candidate will be viewed with regard to his/her contribution in meeting departmental educational objectives. The purpose of this criteria and evaluation process is the maintenance and assurance of a quality educational experience for students and the professional development of faculty in the Department of Landscape Architecture

This document is to be used as a supplement to the criteria prescribed in the Campus Administrative Manual (CAM) and the Memorandum of Understanding.

May 4, 1995

Eligibility Criteria

I. Criteria for Initial Appointment

Required qualifications for appointment to the faculty are a master's degree in landscape architecture or a master's degree in a related or complementary field with an undergraduate degree in Landscape Architecture, and a minimum of three years of professional experience. Candidates in an allied field are required to possess an advanced degree in their field of specialization and a background in environmental design, either through education or professional involvement.

Initial tenure track appointments are generally at the Assistant Professor rank. The tenured faculty is to act in a consultative role regarding any exceptions. Appointment at a higher level is possible when the candidate has substantial practice and/or teaching experience, and meets all eligibility requirements of the academic rank under consideration.

Candidates for appointment at the Full Professor rank must have a record of distinguished professional accomplishment in professional practice and/or teaching. The candidate should give evidence or demonstrate how qualifications meet the educational objectives of the Department.

Candidates for lectureship positions are to meet the requirements for the Assistant Professor rank. If a higher rank level is being applied for, the candidate must meet corresponding requirements. All lectureship positions are temporary appointments. The appointment can be either full-time or part-time, depending on teaching load.

On rare occasions, individuals of exceptional professional distinction may be considered for a faculty position even without the other credentials stated in this document. Such action would be taken by the faculty only when a specific person would be known to make a significant educational contribution.

II. Criteria for Retention

Reappointment is not automatic. Eligibility criteria for subsequent appointment is demonstrated quality in teaching ability, active and meaningful participation in departmental affairs, and exhibition of progress toward meeting criteria for tenure.

III. Criteria for Tenure

In addition to those stated under Initial Appointment, the most important criteria for tenure are demonstrated quality performance and achievement of the individual as related to the educational mission and objectives of the Department, a continued strong commitment to education, and the ability to work with others in the department. Other criteria are the same as those for promotion to the Associate Professor rank.

IV. Criteria for Promotion from Assistant to Associate Professor Rank

In addition to those criteria established for initial appointment and reappointment, criteria for this promotion are meritorious performance in : 1) teaching; 2) professional growth and development; and 3) effective active service to the Department, College, University, profession and/or community.

V. Criteria for Promotion from Associate to Full Professor Rank

Promotion to Full Professor rank is a special acknowledgment of exceptional career accomplishment. Individuals in this rank are obligated to continued professional growth and assumption of responsibilities respecting that of a senior faculty member.

Criteria for this promotion, in addition to those established above, are meritorious teaching excellence, substantive record of continued professional growth and development, substantial record of service to the Department, College, University, profession and/or community.

Merit Criteria

The following merit criteria are established for all faculty categories and for all personnel actions described in this document, in addition to the eligibility criteria stipulated.

In arriving at a recommendation, the tenured faculty will evaluate the following criteria, discuss the results, and make informed recommendations.

I. Academic Merit

A. Appropriate terminal degree

B. Teaching ability

1. Evaluation by students

2. Evaluation by faculty

3. Other recognition

C. Teaching experience

1. Duration

2. Leadership responsibilities

D. Curriculum development

E. Instructional publications

F. Interdisciplinary participation

G. Fellowship(s)

H. Academic specialization

II. Professional Growth and Development

A. Professional practice

1. Licensure

a. California

b. Other states

2. Experience
 - a. Duration
 - b. Level of responsibility
 - c. Merit of projects completed
 - d. Frequency of experience
 - B. Other professional activities
 1. Elected or appointed leadership
 - C. Research
 1. Level of responsibility
 2. Types of projects completed
 3. Publication(s)
 4. Grant(s)
 5. Fellowship(s)
 6. Recognition
 - D. Service to profession
 1. Membership and participation in professional societies
 2. Appointed or elected office of professional organization at local, state or national level
 3. Service to the State Board of Landscape Architects or similar organizations
 4. Serving on committees for professional organizations at local, state or national level
 - E. Additional formal education
 1. Additional professional or university course work for credit
 2. Master's degree beyond terminal degree
 3. Ph.D. or doctorate degree
 - F. Other education
 1. Educationally related workshops and conferences
- III. Service
- A. Service to Department/College/University
 1. Student academic advising and counseling
 2. Participation
 - a. Faculty meetings and activities
 - b. Departmental committees
 - c. College-wide committees
 - d. University-wide committees
 3. Elected or appointed administrative leadership

- B. Service to community
 1. Providing professional assistance to agencies and organizations for review of proposals and publications, juries and awards, etc.
 2. Providing consultation to governmental agencies and non-profit civic organizations
 3. Donation of professional skills to community projects
 4. Serving as a member of civic boards or commissions
- IV. Other Factors of Consideration
- A. Ability to relate with colleagues
 - B. Initiative
 - C. Cooperativeness
 - D. Dependability
 - E. Leadership
 - F. Acceptance of responsibility
- V. Ranking
- The merit criteria established in this document shall be used for the purpose of ranking those candidates who receive a favorable recommendation for first appointment or promotion.

If any provision of these criteria is in conflict with any provision of the applicable collective bargaining agreement, the terms of the contract and not these criteria shall govern.

This criteria will be reviewed again in the spring of 2000.

For the following questions, use the choice of answers below:

- A. Strongly Agree
- B. Agree
- C. Neutral or Undecided
- D. Disagree
- E. Strongly Disagree

The course.....

1. Contained material that was in accordance with, and met, the stated course objectives.
2. Material was well prepared and clearly and concisely organized.
3. Was beneficial and pertinent to my education.

The instructor

6. Presented the subject matter in a clear, understandable manner demonstrating a thorough knowledge of the subject.
7. Stimulated interest in course subject matter for the student.
8. Has high overall teaching ability.

The student

9. Was self-motivated and maintained strong interest in the subject throughout the course.
10. Actively participated in class discussions, field trips and other activities.
11. Contributed, in an active and positive way, to all group and/or individual assignments.

Suggestions for Course Improvement

It would be appreciated if you would comment on your instructor's knowledge of the subject, his/her communication skills and ability to assist and motivate you. In terms of these considerations, please state what was successful in the class and what could be done to improve the course. These comments may be included in the faculty member's Personnel Action File and could be seen by anyone authorized to view said file (university president, vice president, dean, department head, peer review committee, etc.).

QUESTIONNAIRE FACULTY EVALUATION AND REVIEW PROCEDURE

1. Do administrator evaluate individual faculty members a year (or more) regularly?
A. Yes No

2. Do you have a written evaluation procedure?
A. Yes No

3. Do you have a written procedure for the review of the evaluation?
A. Yes No

4. Do you have a written procedure for the review of the review?
A. Yes No

5. Do you have a written procedure for the review of the review of the review?
A. Yes No

6. Do you have a written procedure for the review of the review of the review of the review?
A. Yes No

7. Do you have a written procedure for the review of the review of the review of the review of the review?
A. Yes No

8. Do you have a written procedure for the review of the review of the review of the review of the review of the review?
A. Yes No

9. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review?
A. Yes No

10. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

11. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

12. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

13. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

14. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

15. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

16. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

17. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

18. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

19. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

20. Do you have a written procedure for the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review of the review?
A. Yes No

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

YES

a. What criteria do they use in this evaluation?

STANDARD, PUBLISHED CRITERIA AND
PEER REVIEW (OUTSIDE OF DEPARTMENT)

b. Do they use a standardized form or other formal instrument?

(If so, could you please include a copy with your reply)

STANDARDIZED INSTRUMENT

c. To whom is this information is distributed?

to the faculty member?

to other faculty members?

to students?

to other administrators in the University? If so, to whom?

DEANS OFFICE @ TIME OF PROMOTION AND TENURE

2. Do faculty members engage in peer review of other faculty members?

ONLY WHEN REQUESTED BY INDIVIDUAL FACULTY
OR DEANS OFFICE

a. What criteria do they use in such an evaluation?

CRITERIA FOR EXCELLENCE SET-OUT BY
PROMOTION AND TENURE

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

YES!

c. What is the disposition or distribution of this information?

to the faculty member?

to the program administrator?

to other faculty members?

to school or university administrators?

3. Do students evaluate faculty members? YES

a. What do they evaluate and what criteria do they use?

REQUESTED BY FACULTY OR CHAIR AND
TAKES THE FORM OF A LETTER

b. Do they use a standardized form or format in doing this? YES!

(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?

to other students?

placed in the library?

to the faculty member?

to other faculty members?

to the administration?

2.3 Policies and Procedures

A. Academic Rank, Promotion and Tenure

Landscape Architecture faculty are normally appointed in tenure-track positions beginning at the Assistant Professor level. Initial appointments are normally for a 3-year period, at which time performance is reviewed by the tenured faculty and a recommendation is made by the Chair to the Dean of the College regarding reappointment for a second 3-year period. The tenure review process is initiated at the beginning of the assistant professor's sixth year. Again a recommendation is made by the tenured faculty and a subsequent recommendation is made by the Chair to the Dean. The Dean then appoints an anonymous adhoc review committee composed of faculty outside of the Department and often outside of the College. The adhoc committee makes a recommendation to the Dean regarding advancement to Associate Professor with tenure. The Dean makes a recommendation to the Board of Trustees of the University who finally make tenure decisions.

Criteria applied to tenure decisions for landscape architecture faculty differ somewhat from criteria applied to other faculty within the College in that professional practice accomplishments are regarded in addition to accomplishments in teaching, extension and research. Since the primary responsibility of most landscape architecture faculty members is teaching, demonstrated teaching ability is given the greatest weight in a tenure consideration for a member of the landscape architecture faculty and course evaluations and course organization are carefully considered. In addition to teaching ability, the faculty member must demonstrate achievement in the missions of the University. Public service involvements at the community, state or University level are also considered essential. Faculty being reviewed submit portfolios, reports, teaching evaluations and other material which best represents their achievements. Each faculty member upon promotion to Associate Professor with tenure is then eligible for a six-month sabbatic leave at full salary or a twelve-month sabbatic leave at half salary. Tenured faculty are encouraged to take a sabbatic leave every seventh year.

Advancement from Associate Professor to Professor may occur after twelve years of distinguished achievements to the University. Nominations to professorial rank are made by the members of the faculty with that rank and by the Chair. Approval is by the Dean and the Board of Trustees of the University. Complete information regarding College and University policies on promotion and tenure are included in the Appendix.

College of Agriculture and Life Sciences

Office of the Dean
260 Roberts Hall
Ithaca, New York 14853-4203

Telephone: 607 255-2241
FAX: 607 255-3803

August 1994

TO: Department and Section Chairs

FROM: Brian F. Chabot *Brian*

SUBJECT: Reappointments, Promotions, and Periodic Review of Faculty

This memo provides you with the timetables for submission of reappointments, promotions, and performance reviews for the next year and supplies you with guidelines for preparing necessary documentation.

PERIODIC REVIEWS OF FACULTY

Attached are the guidelines for the required annual review for all non-tenured faculty and for the required three-year review for Associate Professors. Please submit the reviews in a timely manner to avoid our "friendly reminder."

PROMOTIONS AND REAPPOINTMENTS OF FACULTY

Attached are revised guidelines for recommending reappointments and promotions. **Please follow these guidelines closely when assembling the documentation.**

- Assemble the documentation in three-ring binders.
- We have prepared individualized sheets for each non-tenured faculty member in your unit who, according to our records, will need consideration for reappointment or promotion within the next year. Please check these against your records. Contact Diane LaLonde (5-2242) if you have questions.
- Enclosed are standardized sets of dividers for the reappointment packages and the tenure review packages we expect in the next year.
- Please call for dividers for promotion to professor.
- Materials from Departments should be addressed to Dean Call but delivered to Diane LaLonde in 260 Roberts Hall.
- Materials from Sections should be addressed to Dean Call, but delivered to Director Bruns. He will review, add a letter, and deliver the materials to us.

xc: Dean Call
Directors

College of Agriculture and Life Sciences

PERIODIC REVIEW OF FACULTY

Assistant Professors

1. Each non-tenured assistant professor shall have a formal performance review by the Chair at least every twelve months. Performance reviews are required after the **first, second, and fourth**, years of service.
2. When the assistant professor is in his/her reappointment review year (third year), the reappointment documentation will constitute the annual performance review for that year.
3. It is recommended that the Chair seek evaluations and advice from the senior faculty before meeting with the faculty member being reviewed.
4. **Following the meeting between the Chair and the faculty member, a written summary of the evaluation shall be sent to the faculty member. One copy of the letter is to be signed by the faculty member, acknowledging receipt, and returned to the Chair. It is recommended that the Chair's letter encourage the faculty member to discuss any differences immediately with the Chair.**
5. **A signed copy of each annual performance evaluation must be sent to the Associate Dean, after the evaluation is received and acknowledged by the Assistant Professor.**
6. Copies of any correspondence between the Chair and the faculty member being evaluated regarding the evaluation are to be sent to the Associate Dean.
7. Copies of each annual review must be included in the documentation prepared for review for reappointment or for promotion to Associate Professor with tenure.

Associate Professors

1. Each associate professor with tenure shall have a performance review at least every third year in rank.
2. Guidelines for annual performance reviews of associate professors **without tenure** shall consist of Items 3, 4, and 5 for Assistant Professors.
3. If the associate professor is in his/her promotion review year, the documentation and promotion process will constitute the performance review for that year.

Professors

Performance reviews of professors are strongly encouraged, especially in conjunction with sabbatic or other leaves.

8/94

College of Agriculture and Life Sciences Student Appraisal of Courses and Teachers

You are asked to respond to the following questions to provide the college with one measure of the success of this course. Your constructive criticism is appreciated. Your response will be used, in part, to make administrative decisions regarding your instructor. It is important that you fill in the DEPT/COURSE information below. Your instructor will tell you what to code in this area. Fill in each chosen response bubble completely. EXAMPLE: Use ●, not ⊗ or ⊙

D	E	P	C	O	U	R	S	E
0	1	2	3	4	5	6	7	8
0	1	2	3	4	5	6	7	8
0	1	2	3	4	5	6	7	8
0	1	2	3	4	5	6	7	8
0	1	2	3	4	5	6	7	8
0	1	2	3	4	5	6	7	8

1. Sex (optional): Male Female

2. School: Agriculture & Life Sciences
 Architecture, Art & Planning
 Arts & Sciences
 Engineering
 Hotel Administration
 Human Ecology
 Industrial & Labor Relations
 Unclassified, Extramural, other
 Graduate School

3. Class: Freshman
 Sophomore
 Junior
 Senior
 Graduate
 Other

4. Approximate grade in this course to date:
 (NOTE: S = C- or better)
 A B C D F S U

5a. Approximate cumulative average:
 4.0 3.5 3.0 2.5 2.0 1.5 1.0 Not Applicable

5b. The above is my:
 Cornell Average or Transfer Average

6. Is this course in your intended or actual major?
 Yes No Undecided

7. Most important reason for taking this course:
 Required for major
 Has great reputation
 Subject matter of interest
 Required for graduate work
 Other

The following questions are to be answered using a 5 point scale, where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, mark "2" for that item. Only one response is allowed for each question.

8. 1 2 3 4 5 How appropriate is the amount of work required by this course for the credit received?
 1 = much less than appropriate
 5 = much more than appropriate

9. 1 2 3 4 5 Did the teacher stimulate your interest in the subject?
 1 = destroyed interest; was boring
 5 = stimulated great interest

10. 1 2 3 4 5 How well was the teacher's presentation of material organized?
 1 = congested; disorganized
 5 = clear; organized

11. 1 2 3 4 5 Was the teacher willing to provide help for students who needed it?
 1 = seemed unwilling to help
 5 = seemed interested in being helpful

12. 1 2 3 4 5 Did the stated objectives of the course correspond with the outcome?
 1 = no agreement between announced objectives and what was taught
 5 = precise agreement between announced objectives and what was taught

13. 1 2 3 4 5 Did the course offer opportunities to become familiar with the material through practice, discussion or application to problems?
 1 = no, few or no opportunities
 5 = yes, many opportunities

14. 1 2 3 4 5 The teaching skills of the teacher in this course, in comparison to my other teachers were:
 1 = much poorer than the majority
 5 = much better than the majority

15. 1 2 3 4 5 The value of this course to my overall education, in comparison to other courses is:
 1 = much less than other courses
 5 = much more than other courses

16. 1 2 3 4 5 The methods used to evaluate my knowledge and understanding of course materials were:
 1 = inadequate to assess my knowledge
 5 = adequate to assess my knowledge

17. 1 2 3 4 5 My opinion of this course is:
 1 = very poor course
 5 = an excellent course

18. 1 2 3 4 5 The teacher deserves an overall rating of:
 1 = a very poor instructor
 5 = an excellent instructor

COMMENTS Other comments can be written on the reverse side of this sheet in the UNSHADED area.

INSTRUCTOR-DESIGNED SECTION

Please fill in your response to questions 19-36 in the bubbles located to the right of each question number.

19. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	25. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	31. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
20. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	26. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	32. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
21. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	27. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	33. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
22. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	28. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	34. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
23. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	29. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	35. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
24. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	30. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	36. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

Yes

a. What criteria do they use in this evaluation?

Annual Report (updated dossier...outline attached)

b. Do they use a standardized form or other formal instrument?

(If so, could you please include a copy with your reply)

Enclosed

c. To whom is this information is distributed?

 to the faculty member? to other faculty members? to students? to other administrators in the University? If so, to whom? for promotion & tenure to Academic Affairs to area committees.

2. Do faculty members engage in peer review of other faculty members?

Yes, for promotion and tenure

Yes, for third-year review of Asst Professors & Post-tenure reviews

a. What criteria do they use in such an evaluation?

Dossier

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

Yes, attached

c. What is the disposition or distribution of this information?

 to the faculty member? to the program administrator? to other faculty members? to school or university administrators?

This information is represented by a vote.

3. Do students evaluate faculty members?

a. What do they evaluate and what criteria do they use?

Personal experience in class

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

Attached

c. What is the disposition or distribution of this?

 to other students? placed in the library? to the faculty member? to other faculty members? to the administration?

SCHOOL OF ENVIRONMENTAL DESIGN
DOSSIER AND ANNUAL REPORT GUIDELINES

1. ACADEMIC HISTORY

Name

Present rank, recommended rank, proportion time assignments

Tenure status

Administrative title (if any)

Graduate Faculty status

Highest degree, the institution, the date

List of academic positions in chronological order with titles and inclusive dates

Other professional employment (current and previous), dates

Post-graduate awards (fellowships, lectureships, etc.)

2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

Narrative summary of facts (e.g., courses of instruction, enrollments, academic advising, etc.)

Publications featuring Teaching

3. SCHOLARLY ACTIVITIES

a. Publications (include all categories listed below)

Books authored or co-authored (in print or accepted)
distinguished original editions and revisionsBooks edited and co-edited (in print or accepted)
distinguished original editions and revisions

Chapters in books (in print or accepted)

Monographs (longer than articles, in print or accepted)

Journal articles that are blind-referred (in print or accepted)

Peer-refereed articles (in print or accepted)

Professional articles (in print or accepted)

Bulletins or reports (in print or accepted)

Abstracts (in print or accepted)

Book reviews (in print or accepted)

Work submitted but not yet accepted

Any other (e.g., popular articles)

b. Creative contributions other than from publications

Environmental Design Projects

Exhibits and Juried Reviews

Publications Featuring Creative Work

c. Grants received (dates, amounts, principal investigator or co-principal investigator)

d. Recognition and outstanding achievements (prizes, fellowships, etc.)

Publications featuring Recognition

e. Areas in which research is done

f. Supervision of student research (including number of theses and dissertations supervised)

g. Editorship or editorial board member of journals or other learned publications

h. Convention papers

i. Invited talks

j. Citations and reprint requests

SCHOOL OF ENVIRONMENTAL DESIGN
INSTRUCTOR EVALUATION

COURSE NO. _____
INSTRUCTOR _____
QUARTER _____

CLASS STANDING: 1ST OR 2ND YEAR ()
3RD OR 4TH YEAR ()
5TH YEAR UNDERGRAD ()
GRADUATE ()

COURSE WAS: () REQUIRED () ELECTIVE

4. PUBLIC SERVICE

Public services performed: extension, international programs, local community services and relations, and to governmental and non-governmental agencies
Publications featuring Service

5. OTHER SERVICES

This would include, for example, service on departmental, college, or University committees and special administrative assignments; service to student groups and organizations to support units such as libraries, computing services and health services; legal testimony as expert witness; juror or reviewer.
Publications featuring Service

NOTE: Each of the above categories should have a heading entry and, as will be the case, if there are no entries to be made in the categories, enter "none." This will assure that each category is attended to and that there is a common mode of presenting information.

NOTE: Mark with an asterisk those publications which have gone through stringent editorial review; mark with a double asterisk those publications which were invited and which carry prestige and recognition.

10/1/93

Please use the following five-point scale to rate your instructor:

- 1 Exceptional
- 2 Above Average
- 3 Average
- 4 Below Average
- 5 Poor

- A. _____ Course Objectives The instructor taught the course according to stated objectives/guidelines.
- B. _____ Organization/Preparedness The instructor was well organized and prepared.
- C. _____ Attitude The instructor showed interest and enthusiasm about teaching this course.
- D. _____ Communication The instructor communicated material and ideas effectively.
- E. _____ Interaction The instructor was respectful, tolerant, and fair with the students.
- F. _____ Stimulation The instructor stimulated student interest.
- G. _____ Explanation The instructor explained the course material clearly.
- H. _____ Evaluation The instructor provided clear and appropriate procedures for demonstrating competency in the course.
- I. _____ Concern The instructor showed a concerned involvement in the students progress and performance.
- J. Yes No In the future I would like to have the same instructor for at least one more class. (Circle One)

My general feelings about the course content are: A. Very Interesting and Informative
B. Interesting and Informative
C. What I Expected/Average
D. Boring and Non-Challenging

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

Yes.

a. What criteria do they use in this evaluation?

Please see attached criteria of forms currently in use by our department. There are not university forms just departmental forms.

b. Do they use a standardized form or other formal instrument?

(If so, could you please include a copy with your reply?)

Yes, see attached forms.

c. To whom is this information is distributed?

___ to the faculty member?

___ to other faculty members?

___ to students?

to other administrators in the University. If so, to whom?

Completed evaluations are distributed to the individual faculty member and a copy is kept by department head.

Also, Office of Educational Advancement reviews all faculty evaluations.

2. Do faculty members engage in peer review of other faculty members?

No, not yet. The Board of Regents is thinking about implementing this.

a. What criteria do they use in such an evaluation?

NA.

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

NA

c. What is the disposition or distribution of this information?

___ to the faculty member?

___ to the program administrator?

___ to other faculty members?

___ to school or university administrators?

NA

3. Do students evaluate faculty members? *Yes, but not all are required.*

a. What do they evaluate and what criteria do they use?

See attached forms.

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

Yes, see attached forms.

c. What is the disposition or distribution of this?

NO to other students?

NO placed in the library?

Yes to the faculty member?

NO to other faculty members?

___ to the administration?

To department head, if faculty member is untenured. To department head if tenured faculty want to include them in their evaluation. Not required of tenured faculty.

FACULTY EVALUATION - 1993

DEPARTMENT OF LANDSCAPE ARCHITECTURE/REGIONAL & COMMUNITY PLANNING

EVALUATION OF:

RANK:

INTRODUCTION

The former departments of Landscape Architecture and Regional and Community Planning merged on July 1, 1993. A system for faculty evaluation has not been formally adopted by the faculty of the merged department. The system used for the 1993 faculty evaluation was approved by the Landscape Architecture faculty prior to the merger and was approved for use on an interim basis by the faculty of Regional and Community Planning. The evaluation system utilizes a four-point scale based on expectations for performance within ranks:

- * 1.0 Performance does not meet expectations within the rank.
- * 2.0 Performance meets expectations within the rank.
- * 3.0 Performance exceeds expectations within the rank.
- * 4.0 Performance far exceeds expectations within rank - distinguished performance.

Each category in the evaluation, i.e., Teaching Effectiveness, Research and Creative Endeavors, etc., was evaluated using the four-point scale. At the end of each category following the phrase "Department Head Assessment", the evaluation for that category is made by a statement and the point value associated with it. A summary statement assessing the performance within the category follows.

Under "Summary Comments," at the end of the evaluation, an overall assessment is made which is the sum of the points awarded to each category weighted to reflect the percentage assigned by the faculty member and approved by the department head to that category. This is followed by a summary statement and "Suggestions For Improvement." If faculty disagree with the evaluation they may provide statements to that effect under the heading "B. Faculty Member."

FACULTY EVALUATION - 1993
DEPARTMENT OF LANDSCAPE ARCHITECTURE

EVALUATION OF:
 RANK:

I. TEACHING EFFECTIVENESS: (%)

A. Workload (Assignments:)

Spring, 1993	Cr. Hrs.	Cont. Hrs.	Students	FTE
1.				
2.				
3.				
4.				
5.				

Fall, 1993	Cr. Hrs.	Cont. Hrs.	Students	FTE
1.				
2.				
3.				
4.				
5.				

B. Student Advisement and Supervision:

1. Number of undergraduate advisees
2. Names of graduate advisees (Major Professor):
3. Names of graduate advisees (Minor Professor):
4. Other advising responsibilities:

C. Participation in classes outside the department, college or university:

D. Other:

FACULTY EVALUATION / Page 3
 Faculty Member:

DEPARTMENT HEAD ASSESSMENT: Rating for this category is .

1. Teaching Effectiveness:
2. Advising:
3. Other:

II. RESEARCH AND CREATIVE ENDEAVORS: (%)

A. Title and Brief Description of Proposals Submitted:

B. Title of Proposals funded:

C. Publications in Past Year:

D. Professional Lectures, Workshops, Papers, Panels given:

E. Participation in Design Competitions:

F. Attendance to Professional Conferences:

DEPARTMENT HEAD ASSESSMENT: Rating for this category is .

1. Quantity of Endeavors:
2. Quality of Endeavors:

III. PUBLIC AND INSTITUTIONAL SERVICE: (%)

A. Description:

1. University Service:
 - a. Committee Assignments (denote leadership roles):
 - b. Faculty Senate, Graduate Council, etc.:
 - c. Other:
2. Professional Service:
 - a. Memberships:
 - b. Leadership roles:
 - c. Promotion of Profession:

FACULTY EVALUATION / Page 4

Faculty Member:

- 3. Community Service:
 - a. Description of Community Service Projects:
 - b. Involvement in Community Organizations:

B. Honors:

DEPARTMENT HEAD ASSESSMENT: Rating for this category is .

IV. PROFESSIONAL ACTIVITY: (%)

A. Activity Description:

- 1. Consultation activities:
- 2. Design or other Awards:

DEPARTMENT HEAD ASSESSMENT: Rating for this category is .

V. SUMMARY COMMENTS:

A. Department Head:

- 1. Contributions:
- 2. Progress toward Promotion, Tenure or acceptance to Graduate Faculty:
This category is placed here to advise faculty with impending promotion or tenure as to their progress, well in advance of the review. It is expected that if a faculty member is to advance into the Associate Professor rank, at the very least, the department expects that faculty member to be an accomplished teacher. Teaching should be the highest priority for a new professor. After three years, we expect that the instructor, now more comfortable with class assignments, could start to become involved in other scholarly endeavors. Before an instructor advances to the full professorial level, we would expect that instructor to have some national prominence because of unique teaching practices, research, creative endeavors, publications, or service to the profession.

B. Faculty Member:

FACULTY EVALUATION / Page 5

Faculty Member:

**TEACHING AND PROFESSIONAL OBJECTIVES
FOR 1994 CALENDAR YEAR**

- I. **TEACHING EFFECTIVENESS: (%)**
- II. **RESEARCH AND CREATIVE ENDEAVORS: (%)**
- III. **PUBLIC AND INSTITUTIONAL SERVICE: (%)**
- IV. **PROFESSIONAL ACTIVITIES: (%)**

The annual written review is used to support recommendations for merit salary increases and to plan future commitments to the department. The report is based on each faculty member's self evaluation and on other data, and it is reviewed by each individual faculty member. A signature is required to acknowledge the opportunity for review and does not necessarily signify agreement.

Alton A. Barnes, Jr., Prof. and Head

Date: _____

Date: _____

Rate YOURSELF on:

- 12. Your interest in taking this course before you enrolled
- 13. Your effort to learn in this course (for example -- studying, doing the assignments, thinking about the ideas)
- 14. The amount you have learned in this course

Use the space provided at the back of this page to respond to additional questions and to write any comments you wish to make.

IMPORTANT INSTRUCTIONS



- All mark coding must be complete and accurate. Mark each circle completely.
- Examples: Proper Marks ●●●●●●● Improper Marks ⊙ ⊗ ⊖ ⊕ ⊗
- Do not make two marks in the same horizontal row.
- To correct a mistake, erase marked information completely and re-code.
- Stray marks or writing on either side of this form (except where required) will invalidate your responses on this survey form.

Instructor: _____ Course No.: _____ Hour/Days _____

TEVAL: STUDENT EVALUATION OF INSTRUCTION

Please give honest and thoughtful answers to the following questions. Your individual responses will be anonymous; a summary of the responses from the class will be provided to the course instructor and usually to the department head. Responsible student ratings can help instructors improve and can help department heads make more valid judgments about teaching effectiveness when making recommendations about salary, promotion, and tenure.

Use the code below to respond to items 1-14. You may omit an item if you feel unable to make a fair judgment.

- VL = Very Low
- L = Low
- M = Medium
- H = High
- VH = Very High

Rate THE INSTRUCTOR on:

- 1. VL L M H VH
- 2. VL L M H VH
- 3. VL L M H VH
- 4. VL L M H VH
- 5. VL L M H VH
- 6. VL L M H VH
- 7. VL L M H VH
- 8. VL L M H VH
- 9. VL L M H VH
- 10. VL L M H VH
- 11. VL L M H VH
- 12. VL L M H VH
- 13. VL L M H VH
- 14. VL L M H VH

- Overall effectiveness as a teacher.
- Making clear the goals and objectives of this course.
- Being well prepared for class.
- Explaining the subject matter so that you understood.
- Communicating interest in helping students learn.
- Stimulating you to think more deeply about the subject (for example -- applying information, analyzing, solving problems).
- Commenting on your work (tests/assignments) in ways that helped you learn.
- Using grading procedures that were fair and equitable.
- Realizing when students did not understand.
- Being willing to help students outside of class.
- Increasing your desire to learn about this subject.

Rate YOURSELF on:

- Your interest in taking this course before you enrolled.
- Your effort to learn in this course (for example -- studying, doing the assignments, thinking about the ideas).
- The amount you have learned in this course.

Use the spaces provided on the back of this page to respond to additional questions and to write any comments you wish to make. copyright © Kansas State University, 1989

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

YES

a. What criteria do they use in this evaluation?

STANDARDS DEVELOPED BY UNIVERSITY, THE SPECIAL PROGRAM, FACULTY & INDIVIDUALS JOB DESCRIPTION.

b. Do they use a standardized form or other formal instrument?

(If so, could you please include a copy with your reply)

NOT REALLY

c. To whom is this information is distributed?

X to the faculty member?

to other faculty members?

to students?

X to other administrators in the University? If so, to whom?

CHAIR OF DEPT.

2. Do faculty members engage in peer review of other faculty members?

YES

a. What criteria do they use in such an evaluation?

SAME AS 1a

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

NO

c. What is the disposition or distribution of this information?

to the faculty member?

X to the program administrator?

to other faculty members?

X to school or university administrators?

3. Do students evaluate faculty members?

a. What do they evaluate and what criteria do they use?

YES SEE FORM

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

YES

c. What is the disposition or distribution of this?

to other students?

placed in the library?

X to the faculty member?

to other faculty members?

X to the administration?

University of Kentucky Course and Teacher Evaluation Questionnaire

A. Student Information
Classification, Course required, Main reason for taking this course, Hours per week spent on the course, Expected grade in this course, Your cumulative GPA

Course # grid with letters A-Z and numbers 1-9

Directions for completing form: Fill in bubbles with No. 2 pencil. If an item is "Not Applicable" respond in the NA column.

B. Course Items

- 1. At the beginning of the course, the instructor outlined in reasonable detail course material and grading procedures.
2. The textbook(s) contributed to my understanding of the subject.
3. The supplemental reading and assignments (homework, reports, etc.) helped me to understand the subject.
4. Examinations reflected what was taught in the course.
5. Grading in the course was fair and consistent.
6. Assignments were distributed evenly throughout the semester.
7. Graded assignments, tests, etc., were returned promptly.
8. Graded assignments included helpful comments from the instructor.
9. I would recommend this course to another student because of its content.

C. Instructor Items

- 10. The instructor presented course material in an effective manner.
11. The instructor had a good knowledge of the subject matter.
12. The instructor was available for consultation outside of class.
13. The instructor satisfactorily answered questions raised in class.
14. The instructor stimulated my interest in the subject.
15. The instructor encouraged student participation in class.

D. Learning Outcomes

- 16. My opinions and ideas about some of the course topics changed because of taking this course.
17. I learned to respect viewpoints different from my own.
18. The course strengthened my ability to analyze and evaluate information.
19. The course helped me to develop in general the ability to solve problems.
20. I gained an understanding of concepts and principles in this field.
21. The course stimulated me to read further in the area.

Response scales for B. Course Items: Strongly Disagree, Disagree, NA, Agree, Strongly Agree

Response scales for C. Instructor Items and D. Learning Outcomes

E. University Studies Courses Only

- 22. (For University Studies Science Courses) The course helped me to understand the general methods of scientific inquiry.
- 23. I learned how this discipline relates to other areas of study.
- 24. The writing assignments in this course (e.g. essay questions, exams, papers) helped me understand the subject.
- 25. (For Cross-Cultural Courses) The course increased my understanding of thinking and behavior in other cultures.
- 26. (For Cross-Disciplinary Courses) The cross-disciplinary links between this course and the one it is paired with were evident.

F. Graduate Seminars Only

- 27. The instructor provided helpful feedback on oral presentations.
- 28. The instructor effectively guided the preparation of student reports/oral presentations.
- 29. Students in this course were free to express their opinions.
- 30. The class discussions broadened my knowledge of the subject area beyond what I learned from the readings.
- 31. I developed the ability to conduct research in this area.

G. Laboratory and Discussion Sections Only

- 32. The laboratory/discussion clarified lecture material.
- 33. The amount of work required in this laboratory/discussion section was appropriate to the number of credits earned.
- 34. The laboratory/discussion instructor adequately explained what was expected each session.
- 35. The laboratory/discussion instructor helped me with my problem areas.
- 36. The use of laboratory equipment was satisfactorily explained.

H. Summary Items

- 37. Rate the overall value of this course.
- 38. Rate the overall quality of teaching by the primary instructor in this course.

I. Optional

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4
39. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
40. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
41. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
42. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
43. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
44. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
45. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
46. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
47. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
48. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
49. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
50. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
51. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
52. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
53. <input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

NA	Poor	Fair	Good	Excellent
1	2	3	4	5
<input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> NA	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Comments

Please comment on the strengths and/or weaknesses of this course and suggest ways to improve it. Attach additional sheet if necessary.

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?
Heads evaluate department faculty members annually
Dean evaluates department heads annually
 - a. What criteria do they use in this evaluation?
See Form Attached
 - b. Do they use a standardized form or other formal instrument? Yes
(If so, could you please include a copy with your reply) Attached
 - c. To whom is this information is distributed?
 to the faculty member?
 to other faculty members?
 to students?
 to other administrators in the University? If so, to whom? only for promotion and tenure
2. Do faculty members engage in peer review of other faculty members?
No
 - a. What criteria do they use in such an evaluation?
N/A
 - b. Do they use a standardized form or format?
(If so, could you please include a sample copy with your reply?)
N. A.
 - c. What is the disposition or distribution of this information?
 N. A. to the faculty member?
 N. A. to the program administrator?
 N. A. to other faculty members?
 N. A. to school or university administrators?
3. Do students evaluate faculty members? (Indirectly)
 - a. What do they evaluate and what criteria do they use?
Course objectives and course delivery
 - b. Do they use a standardized form or format in doing this? Yes
(If they use a standard form, could you enclose a copy of it with your reply?) Attached
 - c. What is the disposition or distribution of this?
 No to other students?
 No placed in the library?
 Yes to the faculty member?
 No to other faculty members?
 Yes to the administration? - only if the faculty member chooses to include in faculty review package

MISSISSIPPI STATE UNIVERSITY

ANNUAL FACULTY REVIEW
(Format and Instruction)

For the Period January 1, _____ to December 31, _____

The review of faculty members is to be conducted annually by the appropriate administrator. Copies of the Review are to be filed in the office of the department head and the academic dean, with the final Overall Rating (Item IV) to be reported to the Office of the Provost and Vice-President for Academic Affairs. The confidentiality of these papers must be maintained by all parties involved. (See Current Faculty Handbook, i.e., Fall '94, Section V D, pp. 44-45.)

Name: _____ Title and Rank: _____
Department/Unit: _____ School/College/Division _____

I. SUMMARY OF ACTIVITIES
(To be prepared by faculty member)

- A. Teaching (See Current Faculty Handbook, i.e., Fall '94, Section IV U, pp. 34-35.)
 1. Evidence of quality of instruction (check items submitted).
The faculty member is expected to provide material describing his/her teaching activities and documentation supporting effectiveness. This material could include any of the following, or any other items deemed appropriate (check those included): student evaluations ____, measures of student success ____, peer reviews ____, departmental head review ____, recognition of outstanding teaching ____, developmental activities ____, self evaluation of each course taught ____, instructional materials used: course outlines ____, test materials ____, other ____.
 2. Academic Advisement
Undergraduate Advisees: ____ (number of students)
Master's students: major professor ____, minor professor ____, comm. member ____
Specialist students: major professor ____, minor professor ____, comm. member ____
Doctoral students: major professor ____, minor professor ____, comm. member ____
 3. Courses initiated/innovations instituted/other teaching contributions
(include new courses initiated, special lectures in other courses, generation of teaching aids, activities supportive of teaching, student achievements, other)
 4. Other (including professional development)

B. Research/creative activities (See Current *Faculty Handbook*, i.e., Fall '94 Section V C.3 p. 44.)

1. Publications, performances or creative activities (note state of development): (For books, indicate date of publication and publisher; for articles indicate refereed journals; for art shows, indicate judged competition; for musical shows, attach copies of programs; for reports, indicate those done for in-house use.)
2. Professional papers read; indicate whether invited, refereed, or volunteered. Cite organization, date, and title:
3. Grants for research or study; submitted or awarded (cite source, title of project, role (PI, etc.), \$ amount, dates):
4. Other (including professional development):

C. Service (See Current *Faculty Handbook*, i.e., Fall '94, Section V C.4, p. 44.)

1. Public service, as lectures, short courses, workshops (dates, organizations and places):
Off campus/on campus/extension projects
2. Professional association service (offices held, journals edited, etc.):
(indicate only association in which you performed tasks)
3. University service (committees, administrative accomplishments, etc.):
4. School/departmental service/committees, etc.:
5. Other (including professional development):

D. Relevant activities and accomplishments not reported elsewhere (Cite title, organization, and brief description):

1. Awards and distinctions

2. Memberships in learned and professional societies
3. Consulting activities
4. Other

II. EVALUATION BY UNIT HEAD, DEAN OR DIRECTOR

The annual performance review is based upon the agreement concerning goals and objectives, responsibilities, expectations, and achievements of the faculty. A faculty member would normally be expected to have an assignment in teaching, research and service. Indicate assignments below:

A. Assignment: Teaching: ___%; Service: ___%; Research: ___%; = 100%
(for review period, see p. 1)

B. Rate the performance of the faculty member in each category on a scale of 1 to 5 in accordance with the rating standard below:

(I)	a.	Teaching (Undergraduate):	1	2	3	4	5	N/A*
	b.	Teaching (Graduate):	1	2	3	4	5	N/A
	c.	Advising:	1	2	3	4	5	N/A
(II)		Research/creative activities:	1	2	3	4	5	N/A
(III)		Service (on campus/off campus):	1	2	3	4	5	N/A

*N/A Not Applicable

1. Unsatisfactory. Quality and/or quantity of work totally unsatisfactory. Immediate corrective action imperative.
2. Needs Improvement. Work unsatisfactory in quantity and/or quality. Individual not performing at adequate level. Corrective action required.
3. Satisfactory. Individual performance at "satisfactory" level (See Current *Faculty Handbook*, i.e., Fall '94, Section V, p. 42 & p. 45.) Tasks and goals are being accomplished in a timely and competent manner.
4. Excellent. Quality and quantity of work consistently meritorious; goals regularly exceeded, highly productive; individual recognized beyond the unit.
5. Superior. Preeminent distinction resulting from consistent outstanding meritorious accomplishments.

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

C. Narrative assessment of performance:

III. OVERALL ASSESSMENT OF PAST PERFORMANCE/
GOALS/OBJECTIVES/RESPONSIBILITIES/EXPECTATIONS

(See Current Faculty Handbook, i.e., Fall '94, Sections IV A, pp. 26-27, and V D, p. 44)

On an annual basis, each faculty member and each unit head will agree in writing to the faculty member's goals, objectives, responsibilities and expectations.

GOALS

Indicate specific goals and objectives including areas in which improvement will be sought in the coming year. (To be completed by faculty member).

WRITTEN COMMENTS BY UNIT HEAD, DEAN OR DIRECTOR

To be completed following the annual review meeting with the faculty member, but made available to the faculty member for review before signing by both parties. (Include specific strengths, needs for improvement, responsibilities, and expectations for next year. Progress toward tenure and/or promotion will also be indicated here.)

IV. OVERALL RATING BY UNIT HEAD, DEAN OR DIRECTOR

1 2 3 4 5

Faculty Member: _____ Date: _____

Unit Head: _____ Date: _____

Director/Dean (as appropriate) _____ Date: _____

Comments

November 1994

1. Do administrators evaluate individual faculty members at your University?

Yes: for promotion, tenure & raises.

a. What criteria do they use in this evaluation?

**COURSE EVALUATIONS
FACULTY ANNUAL REPORTS
OUTSIDE PEER EVALUATIONS (TENURE & PROMOTION)**

b. Do they use a standardized form or other formal instrument?

(If so, could you please include a copy with your reply)

NO

c. To whom is this information distributed?

to the faculty member?

_____ to other faculty members?

_____ to students?

to other administrators in the University? If so, to whom? **DEAN, PROVOST
TENURE & PROMOTION**

2. Do faculty members engage in peer review of other faculty members?

NO.

a. What criteria do they use in such an evaluation?

-

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

-

c. What is the disposition or distribution of this information?

_____ to the faculty member?

_____ to the program administrator?

_____ to other faculty members?

_____ to school or university administrators?

3. Do students evaluate faculty members?

a. What do they evaluate and what criteria do they use?

AS A PART OF COURSE EVALUATIONS

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

YES

c. What is the disposition or distribution of this?

_____ to other students?

_____ placed in the library?

to the faculty member?

_____ to other faculty members?

to the administration?

STUDENT COURSE EVALUATION

COURSE NO. _____
 SEMESTER _____
 YEAR _____
 INSTRUCTOR _____

- | | | | |
|--|---------------|---|------------|
| 1. Was there a course syllabus or outline made available that clearly indicated what the course would cover? | DISAGREE
1 | 2 | AGREE
3 |
| 2. Were course projects and tests graded and returned within a reasonable period i.e. within 14 days? | DISAGREE
1 | 2 | AGREE
3 |
| 3. Were the lectures appropriate and relevant to the progress of the course? | DISAGREE
1 | 2 | AGREE
3 |
| 4. Was there adequate opportunity for classroom discussion and student questions? | DISAGREE
1 | 2 | AGREE
3 |
| 5. Were tests reviewed with you on your request? | DISAGREE
1 | 2 | AGREE
3 |
| 6. Were there relevant reading assignments in the course? | DISAGREE
1 | 2 | AGREE
3 |
| 7. Were there relevant writing assignments? | DISAGREE
1 | 2 | AGREE
3 |
| 8. Was the instructor available for consultation in addition to class time? | DISAGREE
1 | 2 | AGREE
3 |
| 9. Were environmental and/or ethical considerations raised relative to the materials being presented? | DISAGREE
1 | 2 | AGREE
3 |
| 10. Were you required to think critically about the material being presented? | DISAGREE
1 | 2 | AGREE
3 |

COMMENTS MAY BE ADDED

Course and Teaching Effectiveness Evaluation School of Design

Course number: _____ Section: _____ Course Title: _____

Course prerequisites: _____

Instructor: _____

Semester: _____ Year: _____ Teaching Assistant: _____

Instructions: Your assistance is needed in the ongoing effort to improve courses and teaching effectiveness in the School of Design. University policy requires that all courses and teachers be evaluated. Please respond to the questions as thoroughly and candidly as possible. You may attach additional sheets of paper if you wish, but please answer each question that applies to this course. Leave blank any questions irrelevant to this course. The evaluations will be reviewed first by the Department Head, and will be turned over to the instructor only after grades have been recorded. Thank you for giving this your serious consideration.

Part I: Course Evaluation USE ANY BLANK SPACE FOR COMMENTS:

- The catalog description accurately reflects the course content:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- The following course organizers were clearly presented at the beginning of the term:

Good	Adequate	Poor	
_____	_____	_____	Content organization
_____	_____	_____	Learning objectives
_____	_____	_____	Evaluation & grading methods
_____	_____	_____	Attendance policy
_____	_____	_____	Prerequisites
- Please rate the following course components which apply:

Good	Adequate	Poor	Does not apply	
_____	_____	_____	_____	Handouts
_____	_____	_____	_____	Discussion time
_____	_____	_____	_____	Work guidelines
_____	_____	_____	_____	Hands-on project time
_____	_____	_____	_____	Field trips
_____	_____	_____	_____	Reading assignments
_____	_____	_____	_____	Demonstrations
_____	_____	_____	_____	Guests
_____	_____	_____	_____	Deadlines
_____	_____	_____	_____	Quizzes
_____	_____	_____	_____	Exams
_____	_____	_____	_____	Critiques, reviews, or juries
_____	_____	_____	_____	Papers
_____	_____	_____	_____	Teaching assistant
_____	_____	_____	_____	Textbooks/course paks
- The course adhered to its objectives, organization, and policies:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- Reading assignments, projects, and presentations clarified course content:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- The course projects were well-conceived and timed:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- The course expanded my knowledge, attitudes and skills and challenged my preconceptions:
 - a. Very much
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- What was the most effective aspect of this course?

USE ANY BLANK SPACE FOR COMMENTS:

Part I: Course Evaluation (Continued):

- 9. What was the *least* effective aspect of this course?
- 10. What recommendations do you have for improving the course?
- 11. I would (a) recommend or (b) not recommend this course because (circle one and explain)

Part II: Instructor Evaluation

- 12. The instructor's communication of ideas and information was:
 - a. Excellent
 - b. Good
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 13. The instructor's manner of communication was:
 - a. Highly effective
 - b. Effective
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 14. The instructor was able to present complex information clearly and effectively:
 - a. All of the time
 - b. Most of the time
 - c. Sometimes
 - d. Hardly ever
 - e. Never
- 15. In contributing to my understanding of course content, the instructor's organization and scheduling of course material and projects were:
 - a. Excellent
 - b. Good
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 16. Were you challenged by the instructor to excel?
 - a. All the time
 - b. Most of the time
 - c. Sometimes
 - d. Hardly ever
 - e. Never
- 17. The instructor provided clear critical evaluation on the work completed:
 - a. All of the time
 - b. Most of the time
 - c. Sometimes
 - d. Hardly ever
 - e. Never
- 18. The instructor's concern for students' individual growth and development was:
 - a. Excellent
 - b. Good
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 19. Related to this course, the instructor's knowledge of subject matter was:
 - a. Excellent
 - b. Good
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 20. The instructor was receptive to student questions during class:
 - a. All of the time
 - b. Most of the time
 - c. Sometimes
 - d. Hardly ever
 - e. Never

USE ANY BLANK SPACE FOR COMMENTS:

Part II: Instructor Evaluation (Continued):

- 21. The instructor was available during scheduled office hours or by appointment:
 - a. Regularly
 - b. Occasionally
 - c. Rarely
 - d. Not at all
 - e. Do not know
- 22. Overall, the instructor's teaching effectiveness was:
 - a. Excellent
 - b. Good
 - c. Satisfactory
 - d. Less than satisfactory
 - e. No opinion
- 23. In what way was this instructor most effective in teaching this course?
- 24. In what way was this instructor least effective in teaching this course?

Part III: Facilities, Resources and Equipment Evaluation

- 25. The physical condition of the equipment used in the course supported the course needs:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- 26. Please rate the following facilities in supporting the course needs:

Good	Adequate	Poor	Does not apply	
_____	_____	_____	_____	Design Library
_____	_____	_____	_____	Media Lab
_____	_____	_____	_____	Shop
_____	_____	_____	_____	Computer Lab
_____	_____	_____	_____	Other _____
- 27. Personnel in the above named support facilities supported the course needs:
 - a. Very well
 - b. Sufficiently
 - c. Somewhat
 - d. Not at all
 - e. No opinion
- 28. Please rate the aspects of the learning environment:

Good	Adequate	Poor	Does not apply	
_____	_____	_____	_____	Noise
_____	_____	_____	_____	Light
_____	_____	_____	_____	Temperature (heating/cooling)
_____	_____	_____	_____	Space available per person
_____	_____	_____	_____	Furniture
_____	_____	_____	_____	Aesthetics
_____	_____	_____	_____	Appropriateness of room/organization
_____	_____	_____	_____	Pin-up space
_____	_____	_____	_____	Blackboard/marker board
_____	_____	_____	_____	AV equipment
_____	_____	_____	_____	Appliances
_____	_____	_____	_____	Plumbing
_____	_____	_____	_____	Auxiliary work spaces (painting, modeling, building, etc.)
_____	_____	_____	_____	Other _____

Part IV: Student Information

- 29. What is your class level?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Fifth year or graduate

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

yes

a. What criteria do they use in this evaluation?

see attachment B

b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply)

c. To whom is this information is distributed?

- X to the faculty member?
to other faculty members?
to students?

to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members?

only the tenure com.

a. What criteria do they use in such an evaluation?

subjective based on individual profiles and committee discussion.

b. Do they use a standardized form or format?
(If so, could you please include a sample copy with your reply?)

NO

c. What is the disposition or distribution of this information?

- X to the faculty member?
X to the program administrator?
to other faculty members?
X to school or university administrators?

3. Do students evaluate faculty members?

yes

a. What do they evaluate and what criteria do they use?

see attachment A

b. Do they use a standardized form or format in doing this?
(If they use a standard form, could you enclose a copy of it with your reply?)

yes

c. What is the disposition or distribution of this?

- to other students?
placed in the library?
X to the faculty member?
to other faculty members?
to the administration?

Attachment A

STUDENT SURVEY OF INSTRUCTION - OKLAHOMA STATE UNIVERSITY

Student surveys are conducted for every instructor and course at Oklahoma State University. Information gained from this survey will be useful to the instructor, the department, students, and administrators responsible for instruction at OSU. You are asked to give some information about yourself, then your views of the INSTRUCTOR and then your views of the COURSE. The reverse side of this form has space for written comments.

All questions below are to be answered by blackening with #2 pencil the appropriate answer space at the bottom of the page. Please make broad pencil marks that completely fill the area indicated. Do not mark beyond the edges of the circles, and erase any pencil marks you wish to delete.



Items 1 through 5 mark your responses in answer spaces 1 through 5 below.

- 1. My college is: A Agriculture B Arts and Sciences C Business D Education
E Engineering F Graduate G Home Economics H School of Technology I Veterinary Medicine J None of These
2. Classification: A Freshman B Sophomore C Junior D Senior
E Graduate or Special
3. Purpose for taking course: A Major B Related to major C General Studies
D Elective
4. Course was required: A yes B no
5. Type of course: A Lecture B Lab C IPI D Short Course E Other



Items 6 through 12 RANK THE INSTRUCTOR using this scale:

- (A) Very High
(B) High
(C) Average
(D) Low
(E) Very Low
6. Preparation and organization
7. Effort devoted to teaching
8. Presentation of material
9. Knowledge of subject
10. Ability to explain subject matter
11. Positive attitude toward students
12. Overall INSTRUCTOR appraisal



Items 13 through 19 give your views of THE COURSE using this scale:

- (A) Definitely yes
(B) Yes
(C) Not applicable
(D) No
(E) Definitely no
13. I learned a lot in this course.
14. The workload was appropriate for the hours of credit.
15. Assignments were relevant and useful.
16. Testing and evaluation procedures were good.
17. Students were adequately involved.
18. This course was worthwhile to me.
19. Overall, this was a good COURSE.

After marking your remarks on this side of the form, please add any additional comments on the reverse side.

Table with 3 columns: Information about yourself, Rank the INSTRUCTOR, Views of the COURSE. Each cell contains a grid of circles for marking answers.

Attachment A

OLP

ANNUAL ADMINISTRATOR PERFORMANCE APPRAISAL FACULTY/STAFF ASSESSMENT

INDIVIDUAL ASSESSED _____ DATE _____

POSITION _____

CRITERIA FOR USE IN ASSESSING ADMINISTRATOR PERFORMANCE:

Please complete a narrative assessment of the effectiveness of the administrator named above. A space has been provided for you to comment under each area. In formulating your perceptions of this administrator's annual performance, you might wish to address the following general expectations of performance in administrative positions:

- Comprehension and acceptance of the role the administrator's unit is expected to play within the overall mission of the University
- Planning priorities and achieving unit goals and objectives consistent with the purposes and mission of the University
- Prompt and reliable attention to administrative details
- Communication, interpretation and fair application of administrative policies and procedures
- Effective interaction with faculty and all levels of administration

(Over)

Annual Administrator Performance Appraisal
Faculty/Staff Assessment
Page 2

- Effectiveness in obtaining and utilizing the resources (fiscal, physical and human) needed for the unit to achieve its purposes
- Availability for and effectiveness in openly communicating and assisting faculty, staff and students
- Provision of leadership and opportunities for the professional development of faculty and staff and for the continued development of programs within the unit
- Maintenance of esprit-de-corps and high morale within the unit
- Effective anticipation of and/or reconciliation of strained relationships within the unit
- Continued academic and professional development and achievement

Anonymity will be maintained and feedback will be provided if an obvious disparity exists between the overall appraisal and substantive faculty/staff input.

(Name)

(Your signature is optional;
however, extreme care will
be taken to maintain
confidentiality.)

Penn State University

QUESTIONNAIRE FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University? Each language at 1997-1998 includes a survey with the Department Head.

a. What criteria do they use in this evaluation? Faculty provides an activity summary of the academic year prior to the review. Such criteria include special events, courses taught, professional development, research and/or creative activities, publications, etc.

A. Special Events

b. Do they use standardized forms or formats in doing this? Yes, a University-wide form. (If they use a standard form, could you enclose a copy of it with your reply?) See Attachment A.

c. To whom is this information distributed? "Information" is vague--does this mean the blank form or the completed form? The faculty member fills out the form, then discusses it with the Department Head, who keeps the information. _____ to other administrators in the University? If so, to whom? _____ to students? _____ to other faculty members? _____ to the faculty member?

d. Do faculty members engage in peer review of other faculty members? No. Only in the promotion and tenure process, in which 3 faculty comprise the departmental P&T committee, and other faculty are solicited to write letters of teaching evaluation.

e. What criteria do they use in such an evaluation? No standardized criteria. Review of syllabi and problem statements, plus in-class observation.

f. Do they use a standardized form or format in doing this? Yes, a University-wide form. (If they use a standard form, could you enclose a copy of it with your reply?)

g. What is the disposition or distribution of this information? _____ to the faculty member? _____ to the program administrator? _____ to other faculty members? _____ to school or university administrators?

h. Do students evaluate faculty members? Yes--each semester. a. What do they evaluate and what criteria do they use?

b. Did you work with graduate students with this project? Yes/No/Not sure/Other

c. Do they use a standardized form or format in doing this? Yes, a University-wide form. (If they use a standard form, could you enclose a copy of it with your reply?) See Attachment B.

d. What is the disposition or distribution of this? _____ to other students? _____ placed in the library? _____ to the faculty member? _____ to other faculty members? _____ to the administration? Once the evaluations are compiled and tabulated, a computer-generated report is produced for each faculty, as well as the Department Head. In addition to providing an important tool in the promotion and tenure process, the results are very helpful to faculty in furthering her/his professional development.

1/

Attachment A

Annual Administration Performance Appraisal Faculty Self-Assessment Page 2

Eff.iveness in obtaining and utilizing the resources (financial, physical, and human) needed for the unit to achieve its purpose

Availability for and utilization of resources (financial, physical, and human) by faculty, staff, and students

Provision of leadership and opportunities for the educational development of faculty and staff and/or the continued development of programs within the unit

Maintenance of esprit-de-corps and high morale within the unit

Effective anticipation of and/or reconciliation of strained relationships within the unit

Continued academic and professional development and achievement

Faculty will be maintained and feedback will be provided if an error occurs in the data between the overall appraisal and evaluative faculty self-appraisal.

(Name)

Your signature is optional; however, a return card will be given to maintain confidentiality.

**QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES**

1. Do administrators evaluate individual faculty members at your University?

Each landscape architecture faculty receives an annual review with the Department Head.

- a. What criteria do they use in this evaluation? Faculty provides an activity summary of the academic year prior to the review. Such criteria include special events, courses taught, professional development, research and/or creative activities, publications, etc.
- b. Do they use a standardized form or other formal instrument? Yes--produced at the departmental (If so, could you please include a copy with your reply) level.
See Attachment A.
- c. To whom is this information is distributed? "information" is vague--does this mean the
 _____ to the faculty member? blank form or the completed form? The
 _____ to other faculty members? faculty member fills out the form, then
 _____ to students? discusses it with the Department Head, who
 _____ to other administrators in the University? If so, to whom? keeps the information.

2. Do faculty members engage in peer review of other faculty members?

No. Only in the promotion and tenure process, in which 3 faculty comprise the departmental P&T committee, and other faculty are solicited to write letters of teaching evaluation.

- a. What criteria do they use in such an evaluation?
No standardized criteria. Review of syllabi and problem statements, plus in-class observation.
- b. Do they use a standardized form or format? No.
(If so, could you please include a sample copy with your reply?)
- c. What is the disposition or distribution of this information?
 _____ to the faculty member?
 to the program administrator?
 _____ to other faculty members?
 to school or university administrators?

3. Do students evaluate faculty members? Yes--each semester.

- a. What do they evaluate and what criteria do they use?
See Attachment B.
- b. Do they use a standardized form or format in doing this? Yes, a University-wide form.
(If they use a standard form, could you enclose a copy of it with your reply?)
See Attachment B.
- c. What is the disposition or distribution of this?
 _____ to other students?
 _____ placed in the library?
 to the faculty member?
 _____ to other faculty members?
 to the administration? Once the evaluations are compiled and tabulated, a computer-generated report is produced for each faculty, as well as the Department Head. In addition to providing an important tool in the promotion and tenure process, the results are very helpful to faculty in furthering her/his professional development.

Penn State University
Department of Landscape Architecture

Faculty Activity Summary, 1994-95 (include summer 1994)

Name _____

A. Special Events
Any honors, awards, nominations, elections, or other accomplishments that are particularly important to you:

B. Courses taught this year (simply list, spring and fall, and include independent study courses):

C. Did you work with graduate students this year? Briefly describe project/s, and your role:

D. Did you undertake any continuing education or professional development (seminars, workshops, Penn State courses, etc.)?

E. Current research and/or creative activities:

F. Publications:

G. Grants:

H. Penn State presentations outside the department (juries, lectures, etc.):

I. Presentations beyond Penn State (papers, invited lectures, workshops, panels, etc.):

H. Significant service activities

Just list those committees and activities that commanded significant energy and/or resulted in product/s you consider valuable:

THE PENNSYLVANIA STATE UNIVERSITY
STUDENT RATING OF TEACHING EFFECTIVENESS

ATTACHMENT 2

COURSE: _____

INSTRUCTOR: _____

SECTION: _____

DATE: _____

NAME: _____

DEPARTMENT: _____

TEACHING EFFECTIVENESS RATING SCALE:

Item	1	2	3	4	5
1. How do the activities listed above fit your personal plan for continuing professional development?					
2. In your own opinion, what was your greatest accomplishment in your teaching this past year?					
3. What was your greatest frustration this past year?					
4. What might be done that could improve your teaching this year?					
5. How do you rate the overall quality of the instructor's instruction?					
6. How do you rate the overall quality of the instructor's instruction?					
7. How do you rate the overall quality of the instructor's instruction?					
8. How do you rate the overall quality of the instructor's instruction?					
9. How do you rate the overall quality of the instructor's instruction?					
10. How do you rate the overall quality of the instructor's instruction?					
11. How do you rate the overall quality of the instructor's instruction?					
12. How do you rate the overall quality of the instructor's instruction?					
13. How do you rate the overall quality of the instructor's instruction?					
14. How do you rate the overall quality of the instructor's instruction?					
15. How do you rate the overall quality of the instructor's instruction?					

DEPARTMENT ITEMS

INSTRUCTOR SELECTED ITEMS

LOW: _____ AVG: _____ HIGH: _____

C1: _____ C2: _____

INSTRUCTION EVALUATION COMMENT SHEET

Listed below are three questions designed to give you an opportunity to comment on the effectiveness of this course. If you respond to one or more of the questions, then complete the information requested at the bottom of the sheet. It necessary, you may continue your comments on the back of this sheet.

This comment sheet will be reviewed by the Department Head and the course instructor(s), but not until after final grades have been tabulated.

1. What did you like best about this course?

2. What did you like least about this course?

3. What suggestions do you have for improving this course?

If you have answered one or more of the items above, please complete the following information:

Instructor's name _____

Course number _____ Section number _____

Semester _____ Year _____

CAFETERIA: Course and Instructor Appraisal System

CAFETERIA is a course and instructor appraisal system that provides a structured, computer-assisted method for easily generating and scoring questionnaires to collect student opinions about their instruction. CAFETERIA is intended as a service to individual faculty members, and all information about individual instructors, courses, and departments is held in strict confidence. CAFETERIA results are only released to the instructor requesting the service or to his or her designee.

To use CAFETERIA, visit Room 1103, Student Center to obtain a CAFETERIA Form for each class to be evaluated. After selecting up to 40 items from the Item Selection Form by darkening the numbered spaces that correspond with the desired items. Standard demographic questions and five University core items will be added automatically. Some demographic items added automatically do not affect the total of 40 that may be selected. Some departments have requested that their faculty include specific items; those items should be marked on the CAFETERIA Form as part of your 40 choices. Instructor-supplied items using the CAFETERIA scale and demographic questions also can be used with the CAFETERIA system. The CAFETERIA system may be used by other faculty members before completing the Item Selection Form.

Completed Item Selection Forms should be returned to CIS, where the required amount of questions will be computer-generated on optical scanning sheets. After the questionnaires have been administered to your class, return them to CIS for scoring and analysis.

Your results will be reported to you in a computer printout that summarizes the student responses. The part of the report indicates the demographic makeup of the class, including such factors as the number of males and females responding. The body of the report presents a range of descriptive statistics that indicate your level of student response to each item (which tell how many students selected each possible response and the median response (which is the mid-point of the responses). In addition, the report compares the median you obtained with those obtained by all others who responded to that item.

CAFETERIA ITEM LIST

- CLASSY AND EFFECTIVE INSTRUCTIONS**
- 001 I understand easily why my instructor is doing this. 010
 - 002 My instructor displays a clear understanding of course topics. 011
 - 003 My instructor is able to simplify difficult material. 012
 - 004 My instructor explains concepts in terms I can understand. 013
 - 005 Difficult topics are structured in an easily understood way. 014
 - 006 My instructor has an effective style of presentation. 015
 - 007 My instructor seems well-prepared for class. 016
 - 008 My instructor talks at a pace suitable for a student comprehension. 017
 - 009 My instructor speaks loudly and clearly. 018

Purdue University

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

a. What criteria do they use in this evaluation?

b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply)

c. To whom is this information is distributed?

to the faculty member?

to other faculty members?

to students?

to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members?

NO

a. What criteria do they use in such an evaluation?

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

c. What is the disposition or distribution of this information?

to the faculty member?

to the program administrator?

to other faculty members?

to school or university administrators?

3. Do students evaluate faculty members? **YES**

a. What do they evaluate and what criteria do they use?

b. Do they use a standardized form or format in doing this?

(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?

to other students?

placed in the library?

to the faculty member?

to other faculty members?

to the administration?



CAFETERIA: Course and Instructor Appraisal System

CAFETERIA is a course and instructor appraisal system that provides a structured, computer-assisted method for easily generating and scoring questionnaires to collect student opinions about their instruction. CAFETERIA is intended as a service to individual faculty members, and all information about individual instructors, courses, and departments is held in strict confidence. CAFETERIA results are only released to the instructor requesting the service or to his or her designee.

To use CAFETERIA, visit Room G-65, Stewart Center to obtain an Item Selection Form for each class to be evaluated. After selecting up to 40 items from the following list, record your choices on the Item Selection Form by darkening the numbered spaces that correspond with the desired items. Standard demographic questions and five University core items will be added automatically to the questionnaires when printed. Items added automatically do not affect the total of 40 that may be selected. Some departments have requested that their faculty include specific items; those items should be marked on the Item Selection Form as part of your 40 choices. Instructor-supplied items using the CAFETERIA scale and open-ended questions also can be used with the CAFETERIA system. These options should be discussed with CIS staff members before completing the Item Selection Form.

Completed Item Selection Forms should be returned to CIS, where the required number of questionnaires will be computer-generated on optical scanning sheets. After the questionnaires have been administered to your class, return them to CIS for scoring and analysis.

Your results will be reported to you in a computer printout that summarizes the student responses. The first part of the report indicates the demographic makeup of the class, including such factors as the number of males and females responding. The body of the report contains a copy of the evaluation items plus descriptive statistics that indicate your level of performance on each item. The item statistics include response frequencies (which tell how many students selected each possible response) and the median response (which marks the mid-point of the responses). In addition, a percentile score is reported for each item that compares the item median you obtained with those obtained by all others who have used that item.

CAFETERIA ITEM CATALOG

CLARITY AND EFFECTIVENESS OF PRESENTATIONS

001 I understand easily what my instructor is saying.

002 My instructor displays a clear understanding of course topics.

003 My instructor is able to simplify difficult materials.

004 My instructor explains experiments and/or assignments clearly.

005 Difficult topics are structured in easily understood ways.

006 My instructor has an effective style of presentation.

007 My instructor seems well-prepared for class.

008 My instructor talks at a pace suitable for maximum comprehension.

009 My instructor speaks audibly and clearly.

010 My instructor draws and explains diagrams effectively.

011 My instructor writes legibly on the blackboard.

012 My instructor has no distracting peculiarities.

STUDENT INTEREST/INVOLVEMENT IN LEARNING

013 My instructor makes learning easy and interesting.

014 My instructor holds the attention of the class.

015 My instructor senses when students are bored.

016 My instructor stimulates interest in the course.

017 My instructor displays enthusiasm when teaching.

018 This course supplies me with an effective range of challenges.

019 In this course, many methods are used to involve me in learning.

- 020 My instructor makes me feel involved with this course.
- 021 In this course, I always felt challenged and motivated to learn.
- 022 My instructor motivates me to do further independent study.
- 023 This course motivates me to take additional related courses.
- 024 This course has been intellectually fulfilling for me.

BROADENING STUDENT OUTLOOK

- 025 My instructor has stimulated my thinking.
- 026 My instructor has provided many challenging new viewpoints.
- 027 My instructor teaches one to value the viewpoint of others.
- 028 This course caused me to reconsider many of my former attitudes.
- 029 In this course, I have learned to value new viewpoints.
- 030 This course fosters respect for new points of view.
- 031 This course stretched and broadened my views greatly.
- 032 This course has effectively challenged me to think.
- 033 The class meetings helped me see other points of view.
- 034 This course develops the creative ability of students.
- 035 My instructor encourages student creativity.

TEACHING/LEARNING OF RELATIONSHIPS AND CONCEPTS

- 036 My instructor emphasizes relationships between and among topics.
- 037 My instructor helps me apply theory to solve problems.
- 038 My instructor emphasizes conceptual understanding of material.
- 039 My instructor effectively blends facts with theory.
- 040 My instructor clarifies topics with developments in other fields.
- 041 My instructor makes good use of examples and illustrations.
- 042 Relationships among course topics are clearly explained.
- 043 This course builds understanding of concepts and principles.

PROVIDING HELP AS NEEDED

- 044 My instructor is actively helpful when students have problems.
- 045 My instructor recognizes when some students fail to comprehend.
- 046 Everything possible is provided to help me learn.
- 047 My instructor's explanations and comments are always helpful.
- 048 My instructor evaluates often and provides help where needed.
- 049 My instructor appears to grasp quickly what a student is saying.

- 050 My instructor is careful and precise when answering questions.
- 051 My instructor is readily available for consultation.

PROVIDING FEEDBACK TO STUDENTS

- 052 My instructor regularly checks and rewards progress in learning.
- 053 My instructor suggests specific ways I can improve.
- 054 My instructor recognizes and rewards success in this course.
- 055 My instructor can gauge what I know and what I should do next.
- 056 Exams are used to help me find my strengths and weaknesses.
- 057 My instructor returns papers quickly enough to benefit me.

ADAPTING TO INDIVIDUAL DIFFERENCES

- 058 This course shows a sensitivity to individual interests/abilities.
- 059 My instructor adjusts to fit individual abilities and interests.
- 060 The flexibility of this course helps all kinds of students learn.
- 061 My instructor tailors this course to help many kinds of students.
- 062 The design of this course lets me learn at my own pace.
- 063 Students proceed at their own pace in this course.
- 064 I was able to keep up with the work load in this course.
- 065 My background is sufficient to enable me to use course material.

RESPECT AND RAPPORT

- 066 A teacher/student partnership in learning is encouraged.
- 067 Each student is encouraged to contribute to class learning.
- 068 I am free to express and explain my own views in class.
- 069 When I have a question or comment I know it will be respected.
- 070 I feel free to ask questions in class.
- 071 I feel that I am an important member of this class.
- 072 Mutual respect is a concept practiced in this course.
- 073 My instructor respects divergent viewpoints.
- 074 My instructor respects constructive criticism.
- 075 I feel free to challenge my instructor's ideas in class.
- 076 My instructor relates to me as an individual.
- 077 My instructor deals fairly and impartially with me.
- 078 My instructor readily maintains rapport with this class.
- 079 This instructor encourages divergent thinking.
- 080 The climate of this class is conducive to learning.

COURSE GOALS OR OBJECTIVES

- 081 This course has clearly stated objectives.
- 082 The objectives of this course were clearly explained to me.
- 083 The stated goals of this course are consistently pursued.
- 084 I understand what is expected of me in this course.
- 085 The course objectives allow me to know when I am making progress.
- 086 I was able to set and achieve some of my own goals.
- 087 I had an opportunity to help determine course objectives.
- 088 Lecture information is highly relevant to course objectives.
- 089 The course content is consistent with my prior expectations.

USEFULNESS/RELEVANCE OF CONTENT

- 090 This course material is pertinent to my professional training.
- 091 This course contributes significantly to my professional growth.
- 092 I can apply information/skills learned in this course.
- 093 This course will be of practical benefit to me as a student.
- 094 My technical skills were improved as a result of this course.
- 095 This course directly contributes to my vocational preparation.
- 096 This course is a valid requirement for my major.
- 097 The relationship of this course to my education is apparent.
- 098 The practical application of subject matter is apparent.
- 099 This course gives me an excellent background for further study.
- 100 This course is up-to-date with developments in the field.
- 101 This course includes adequate information on career opportunity.
- 102 This course includes a sufficient number of practical exercises.
- 103 The content of this course is relevant to my needs.
- 104 The amount of material covered was reasonable.

DISCUSSION

- 105 My instructor develops classroom discussion skillfully.
- 106 There is sufficient time in class for questions and discussions.
- 107 My instructor allows student discussion to proceed uninterrupted.
- 108 My instructor encourages students to debate conflicting views.
- 109 My instructor does not monopolize classroom discussion.
- 110 One real strength of this course is the classroom discussion.

- 111 Challenging questions are raised for discussion.
- 112 This course provides an opportunity to learn from other students.

EXAMS AND GRADES

- 113 Exams accurately assess what I have learned in this course.
- 114 Exams are fair.
- 115 Exams are free from ambiguity.
- 116 Exams cover a reasonable amount of material.
- 117 Exams stress important points of the lectures/text.
- 118 Exams in this course have instructional value.
- 119 Exams are creative and require original thought.
- 120 I know how I stand relative to others in the class on exams.
- 121 Exams are reasonable in length and difficulty.
- 122 Exams are coordinated with major course objectives.
- 123 My final grade will accurately reflect my overall performance.
- 124 Grades are an accurate assessment of my knowledge in this course.
- 125 Grades are assigned fairly and impartially.
- 126 The grading system was clearly explained.
- 127 The contract grading method is used appropriately in this course.
- 128 My instructor has a realistic definition of good performance.

ASSIGNMENTS

- 129 The assigned readings significantly contribute to this course.
- 130 The assigned reading is well integrated into this course.
- 131 Length and difficulty of assigned readings are reasonable.
- 132 Assigned readings are interesting and hold my attention.
- 133 Assignments are of definite instructional value.
- 134 Assignments are related to goals of this course.
- 135 Complexity and length of course assignments are reasonable.
- 136 Directions for course assignments are clear and specific.
- 137 The number of course assignments is reasonable.
- 138 Class projects are related to course goals and objectives.
- 139 The course's programmed learning materials are effective.
- 140 The group work contributes significantly to this course.
- 141 Student presentations significantly contribute to this course.
- 142 Student presentations in class are interesting/stimulating.
- 143 I am generally pleased with the text(s) required for this course.

EVALUATION AND NOMINATION FORM
Department of Education

General Considerations to be Applied When Using the Evaluation & Nomination Form

A. Teaching

Recognition by students: This is the cafeteria score by students.

Peer Recognition: Peer recognition for teaching is based on local awards, nomination by the department for awards, invitation to lecture in classes not taught by the candidate, involvement in University teaching symposia, etc.

Development of teaching materials: This can include articles and books published, sets of handout materials developed, video presentations, computer programs, or other materials that improve teaching methods.

National or international recognition: Consideration should be given to invitations to participate in regional, national or international meetings as well as serving as officers of regional, national or international societies. A major consideration will be an award from a national or international association. Invitations by universities and other organizations outside of Indiana to speak or give lectures reflect this recognition.

Scholarly activity: Publishing a book or articles in national or international journals and magazines related to teaching or education is considered scholarly work. Other acts of scholarly activity are an involvement in educational courses and training sessions to improve teaching methods.

B. Research, Scholarship or Creative Endeavor

Program establishment: When a research program is established it must have people doing research. Research information should be presented at meetings and published in refereed journals. An established research program will provide a basis for preparation of research proposals to augment the ongoing research.

Refereed publications: Refereed publications are papers that have been accepted by journals having an editor and an editorial board that obtain two or more reviews. Abstracts at state, regional or national meetings are not considered refereed publications.

Relevance to job assignment: In this consideration, the professional activities reported by the candidate must reflect the job assignment made by the administration.

National or international recognition: Same as for teaching with the addition that research candidates might serve on various review panels for research grants.

Graduate student involvement: Regard should be given for the training of graduate students at the MS and PhD levels. Also, the number of graduate student committees the candidate serves on is an important consideration. Training of postdoctoral associates shall be considered important post graduate involvement.

Competitive grants obtained: This area should consider the number as well as the amount of funds obtained from sources outside the University.

***** DO NOT WRITE OUTSIDE THIS BOX *****

EVALUATION AND NOMINATION FORM
Horticulture Department

C. Excellence in Continuing Education and/or Service

Program establishment: When an extension program is established there must be regular organized information flow and meetings oriented toward some segment of horticulture. Consideration should be given to extension programs organized throughout the state which include a record of the number of people involved in the programs.

Extension materials developed: This can include magazine articles, books, newsletters, bulletins, handout materials, video presentations, computer programs and other materials that improve extension education.

State recognition: A staff member spending a major portion of his/her time in extension should become highly visible in the state for a specific area of expertise. This visibility should be documented by publications, reports, meetings held, etc.

National or international recognition: (Same as for teaching)

Research related to extension: Staff members involved in extension should establish a significant research program to aid in solving practical problems related to their extension appointment. Results of this research should be published in appropriate newsletters, magazines, journals, etc.

D. Overall Performance and Potential for Future Growth

In considering a candidate for promotion to Associate or Full Professor, he/she must show promise for future growth and development. The candidate's CV should reflect an expanding program and an aggressive attitude toward their assigned duties. A candidate considered for Full Professor must have already demonstrated his/her recognition as a national or international leader.

E. Departmental Contributions

Staff members who wish to be considered for promotion must actively contribute to the general operation of the department by serving on departmental, school, and University committees. Faculty members should advise undergraduate and/or graduate students, work with student organizations when practicable, participate in regularly scheduled faculty meetings, and attend departmental seminars. In general, all faculty should work to improve programs and attempt to obtain state, national, and international recognition for the department.

Name of Candidate: _____ Consider Promotion to: _____
Assigned Responsibilities: T ___ % E ___ % R ___ %

Degree of Professional Excellence Obtained in:

Rating*						
1	2	3	4	5	NA	U

A. Teaching

- Recognition by students
- Peer Recognition
- Development of teaching materials
- National or international recognition
- Scholarly activity
- Other (list)
- Overall rating

B. Research, Scholarship, or Creative Endeavor

- Program establishment
- Refereed publications
- Relevance to job assignment
- National or international recognition
- Graduate student involvement
- Competitive grants obtained
- Other (list)
- Overall rating

C. Excellence in Continuing Education and/or Service

- Program establishment
- Extension materials developed
- State recognition
- National or international recognition
- Research related to extension
- Other extension activity (list)
- Overall rating

D. Overall Performance and Potential for Future Growth

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E. Departmental Contribution

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Based on my evaluation of the above candidate, I do ___ do not ___ nominate**him/her for consideration for promotion. My specific comments which summarize my evaluation are attached.

(Nominator--signature or code no.)

*Rating: 1-excellent, 2-very good, 3-good, 4-fair, 5-poor, NA-not appropriate, U-unable or not qualified to judge.
**To nominate a person for promotion, your signature is required. It is not required to sign if you do not nominate the candidate for promotion.

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University? **YES**.

a. What criteria do they use in this evaluation? **ATTACHED**

b. Do they use a standardized form or other formal instrument? **NO**
(If so, could you please include a copy with your reply)

c. To whom is this information is distributed?
 to the faculty member?
 to other faculty members?
 to students?
 to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members? **YES**.

a. What criteria do they use in such an evaluation? **ATTACHED**.

b. Do they use a standardized form or format? **NO**
(If so, could you please include a sample copy with your reply?)

c. What is the disposition or distribution of this information?
 to the faculty member?
 to the program administrator?
 to other faculty members? **(THOSE ON THE PEER COMMITTEE)**
 to school or university administrators?

3. Do students evaluate faculty members? **NO EXCEPT FOR COURSE**

a. What do they evaluate and what criteria do they use? **EVALUATION**

b. Do they use a standardized form or format in doing this?
(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?
 to other students?
 placed in the library?
 to the faculty member?
 to other faculty members?
 to the administration?

SUNY College of Environmental Science and Forestry

INSTRUCTOR AND COURSE EVALUATION

Please enter your responses to sections I, II, and III on the accompanying answer sheet.
Do not write on this sheet.

I. Student Characteristics

- Your class status
(1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Graduate (6) Other
- Institution of current enrollment
(1) ESF (2) Syracuse University (3) Other
- Estimate of the grade you will receive in this course
(1) A (2) B (3) C (4) D (5) F
- Your cumulative grade point average is closest to:
(1) 4.000 (2) 3.000 (3) 2.000 (4) 1.000
- Why did you enroll in this course?
(1) Required course (2) Elective—instructor reputation (3) Elective—course content (4) Other
- Of the following four learning styles, select the one that best describes the way you prefer to learn:
(1) Learning by discussion (2) Learning through lectures (3) Demonstrations and "how to" activities
(4) Learning through "self discovery" (5) Combination of above

II. Course Structure and Content

- I thought the statement of course objectives was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the agreement between announced course objectives and what was taught was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the usefulness of the required materials (texts, manuals, tools or instruments, etc.) was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the fairness of the grading system was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the appropriateness of the work required (3 hours per week outside preparatory time per lecture credit hour) for the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the appropriateness of the content for the level of the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the intellectual challenge of the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- I thought the improvement in my understanding the concepts and principles in this field as a result of this course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
- Compared to other courses taken at ESF, this course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory

SUNY College of Environmental Science and Forestry

INSTRUCTOR AND COURSE EVALUATION

Please enter your responses to sections I, II, and III on the accompanying answer sheet.
Do not write on this sheet.

I. Student Characteristics

1. Your class status
(1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Graduate (6) Other
2. Institution of current enrollment
(1) ESF (2) Syracuse University (3) Other
3. Estimate of the grade you will receive in this course
(1) A (2) B (3) C (4) D (5) F
4. Your cumulative grade point average is closest to:
(1) 4.000 (2) 3.000 (3) 2.000 (4) 1.000
5. Why did you enroll in this course?
(1) Required course (2) Elective—instructor reputation (3) Elective—course content (4) Other
6. Of the following four learning styles, select the one that best describes the way you prefer to learn:
(1) Learning by discussion (2) Learning through lectures (3) Demonstrations and "how to" activities
(4) Learning through "self discovery" (5) Combination of above

II. Course Structure and Content

7. I thought the statement of course objectives was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
8. I thought the agreement between announced course objectives and what was taught was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
9. I thought the usefulness of the required materials (texts, manuals, tools or instruments, etc.) was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
10. I thought the fairness of the grading system was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
11. I thought the appropriateness of the work required (3 hours per week outside preparatory time per lecture credit hour) for the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
12. I thought the appropriateness of the content for the level of the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
13. I thought the intellectual challenge of the course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
14. I thought the improvement in my understanding the concepts and principles in this field as a result of this course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory
15. Compared to other courses taken at ESF, this course was
(1) Outstanding (2) Above Average (3) Average (4) Below Average (5) Unsatisfactory

III. Instructor Performance

16. The instructor used class time effectively.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
17. The instructor was prepared for class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
18. The instructor communicated effectively in class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
19. The instructor promoted student involvement in class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
20. The instructor was willing to answer questions.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
21. The instructor was enthusiastic about teaching.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
22. The instructor maintained student interest.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
23. The instructor made good use of examples and illustrations.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
24. The instructor presentations allowed for easy note-taking.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
25. The main points of the lecture were well understood.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
26. The instructor motivated me to do my best work.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
27. The instructor provided clear instructions for class assignments.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
28. Student work returned by the instructor provided constructive comments.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
29. The instructor seemed knowledgeable of current developments in the course content.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable

III. Instructor Performance

- 16. The instructor used class time effectively.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 17. The instructor was prepared for class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 18. The instructor communicated effectively in class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 19. The instructor promoted student involvement in class.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 20. The instructor was willing to answer questions.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 21. The instructor was enthusiastic about teaching.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 22. The instructor maintained student interest.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 23. The instructor made good use of examples and illustrations.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 24. The instructor presentations allowed for easy note-taking.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 25. The main points of the lecture were well understood.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 26. The instructor motivated me to do my best work.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 27. The instructor provided clear instructions for class assignments.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 28. Student work returned by the instructor provided constructive comments.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
- 29. The instructor seemed knowledgeable of current developments in the course content.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable

PLEASE MAKE WRITTEN COMMENTS ON THIS PAGE, IN RESPONSE TO THE FOLLOWING QUESTIONS. THESE COMMENTS WILL BE GIVEN TO THE INSTRUCTOR AFTER GRADES HAVE BEEN SUBMITTED FOR THE SEMESTER.

1. What was the most effective part of this course?

2. What was the least effective part of this course?

3. What is the best way to improve this course?

4. Do you have any comments or clarifications to make regarding your answers to any particular survey question?

PLEASE PRINT NAME AND ADDRESS ON THIS PAGE IN RESPONSE TO THE FOLLOWING QUESTIONS. THESE COMMENTS WILL BE GIVEN TO THE INSTRUCTOR AFTER GRADING HAS BEEN SUBMITTED FOR THE SEMESTER.

IV. Laboratory and Studio Section

30. Laboratory and studio exercises and assignments required a reasonable amount of time and effort.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
31. The laboratory/studio instructor related activities and exercises to information from readings and lectures.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
32. The instructor was prepared for laboratory/studio introductions and discussions.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
33. I was provided with adequate orientation, objectives, and instructions for proceeding with laboratory/studio activities.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
34. The laboratory/studio textbook, manual, or handouts were valuable learning tools.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
35. The pace of the laboratory/studio (number of exercises, diversity of topics) was lively but reasonable.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
36. The laboratory/studio assignments, exercises, reports assisted in learning theory, design, or experimental methodologies.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
37. The instructor was helpful in assisting with problems and difficulties in the laboratory or studio.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
38. Space and facilities were adequate for the activities required.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
39. Needed laboratory/studio materials and equipment were available and usable.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable
40. Assignments were graded and returned within a reasonable time.
(1) Most of the time (2) some of the time (3) Seldom (4) Not at all (5) Not applicable
41. Laboratory/studio safety procedures were explained and practiced.
(1) Most of the time (2) Some of the time (3) Seldom (4) Not at all (5) Not applicable

CRITERIA AND PROCEDURES FOR FACULTY ADVANCEMENT FACULTY OF LANDSCAPE ARCHITECTURE ADOPTED MAY 1988

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CRITERIA AND PROCEDURES FOR FACULTY ADVANCEMENT

I. INTRODUCTION

A. OBJECTIVE

This document supersedes previous documents of similar intent for the Faculty of Landscape Architecture, and seeks to satisfy the following objective:

To provide a clear and effective policy regarding the content and procedures for faculty evaluation and the peer review process.

B. POLICIES AND AGREEMENTS

Pursuant to this objective, this document adheres to the policies of the State University of New York Board of Trustees (revised 1987), the current UUP/State Agreement (1985-1988), and current CESF administrative directives. Copies of these documents are available from the Personnel Office, UUP officers and/or the Chair.

C. FACULTY CONTEXT

In spirit and orientation, these policies and agreements call for faculty evaluations of high professional standards with regard to ethical and legal procedures, respecting and promoting a productive balance between divergent faculty interests and the convergent needs of faculty programs and activities. These goals are achieved through faculty participation as described in this document through the peer review process.

II. ANNUAL REPORTS

A. IMPORTANCE AND USE

Annual reports are requested of each faculty member by memorandum from the Chair. These reports are used as a basis for discussions regarding faculty accomplishments and goals, as an element in faculty program and budgetary planning, and as a chronological record of faculty achievement in faculty evaluation processes.

Two copies of the report should be submitted, one of which will be held in the Administrative Office of the Faculty of Landscape Architecture, and one forwarded to the Provost and Vice President of Academic Affairs.

Following the submission of the annual report, all untenured faculty members should schedule a meeting with the Chair to discuss accomplishments and plans (other faculty may do so as well). The Chair may also request such meetings.

B. CONTENTS

Annual reports are submitted in three parts: (1) a report on accomplishments for the year just completed, (2) a statement of plans for the year immediately forthcoming, and (3) current resume.

All reports must be written in a standard format to form a clear communication with regard to its subsequent uses. This format is provided here as APPENDIX A.

III. CRITERIA FOR FACULTY EVALUATIONS

A. TYPES OF FACULTY EVALUATIONS

There are three types of evaluation as follows:

1. Renewal of Contract

Mandated faculty reviews for untenured faculty generally occur in a 1-2-3 year sequence, i.e., at the end of the first, third, and sixth year of service. Review at the end of the sixth year constitutes the evaluation for continuing appointment. This sequence applies to all faculty, unless altered by Presidential action.

2. Continuing Appointment

For all faculty initially appointed at the Assistant Professor level, an evaluation for continuing appointment must be completed by the end of six years of service. For faculty initially appointed at the Associate Professor rank, the continuing appointment evaluation is completed by the end of the third year of service.

3. Promotion

Three kinds of promotion can occur: (1) Instructor to Assistant Professor, (2) Assistant to Associate Professor, and (3) Associate to Full Professor. Although evaluations for continuing appointment and promotion to Associate Professor can occur simultaneously, these are distinctly separate actions that need not coincide either in the scheduling of reviews or in the outcomes of decisions.

B. CRITERIA FOR FACULTY EVALUATIONS

The SUNY Board of Trustees Policy identifies five criteria that are used in all types of faculty evaluations. These are:

1. Mastery of Subject Matter
2. Effectiveness in Teaching
3. Scholarly Ability
4. Effectiveness of University Service
5. Continuing Growth

Within this group of criteria, the three main areas of effort are: Effectiveness in Teaching, Scholarly Ability, and Effectiveness of University Service. Mastery of Subject Matter represents a candidate's attainments at any point in time and can be considered part of a candidate's "professional profile." The second part of the professional profile is Continuing Growth, which represents a candidate's efforts to extend proficiency in main areas of effort through professional development in order to insure mastery of subject matter.

For further description and illustrative examples of these criteria as applied to Landscape Architecture, see APPENDIX B.

III. CRITERIA FOR FACULTY EVALUATIONS (continued)

C. USE OF CRITERIA IN DECISIONS OF DIFFERENT TYPES

In all evaluations, emphasis is placed on faculty performance since the previous review.

<u>Action</u>	<u>Candidate Evaluation</u>
Contract Renewals:	
First Year:	Ability to perform competently as a faculty member.
Third Year:	Competence as a faculty member has been demonstrated; evidence of growth; exhibits potential to advance to tenured status.
Continuing Appointment:	Evidence of potential to make significant long-term contributions to the Faculty's programs, and to Landscape Architecture and/or related fields.
Promotion to Associate:	Demonstrated accomplishments of unusual merit.
Promotion to Full:	Demonstrated significant contributions to the direction of the Faculty's programs and to Landscape Architecture and/or related fields.

IV. PEER REVIEW

A. FUNCTION

All faculty evaluations are subject to peer review unless otherwise directed by the College administration. The function of the Peer Review Committee is to provide recommendations and commentary to the Chair, and through the Chair to the Provost and Vice President of Academic Affairs. In each faculty review, a constructive feedback process to the candidate is envisioned.

B. PEER REVIEW COMMITTEES

Faculty bear a responsibility as peers to participate in Committee activities, deliberations, and reporting. Committee membership is determined as follows:

- Peers are those faculty holding academic appointments in Landscape Architecture, whose contractual obligations to Landscape Architecture at the time of peer review are in excess of 50 %.
- For specific types of faculty evaluations, the applicable definition of "peer" is as follows:
 - First and third-year contract renewals: all Associate and Full Professors, and all Assistant Professors whose length of service at CESF exceeds the candidate's by at least one year.
 - Continuing appointments: all faculty members who hold continuing appointments.
 - Promotion to Associate Professor: all Associate and Full Professors.
 - Promotion to Full Professor: all Full Professors.
- A Peer Review Committee must consist of a minimum of 50 percent of the peers, but no less than three. If a Peer Review Committee is not constituted, the review will revert to the Chair.

The views of Landscape Architecture faculty, not included in any Peer Review Committee by virtue of these definitions, may be sought as appropriate through the solicited materials process.

IV. PEER REVIEW (continued)

C. COMMITTEE PROCEDURES

The manner in which the Peer Review Committee executes its responsibilities as regards the division of labor, the assignment of separate tasks, etc., is left to each Committee to decide. Each Committee, however, must assume three responsibilities: (1) provide mentoring for the candidate, (2) obtain external opinion, in addition to that requested by the candidate or the Chair, if this added external opinion is deemed necessary or desirable, and (3) provide a timely written report to the Chair.

1. Mentoring

The Committee, in consultation with the candidate, provides a mentor from the Committee whose primary function is to help the candidate make his/her case as strong as possible. The mentor has two specific duties:

- To advise the candidate as to the optimal content and organization of the candidate's initial evaluation file, principally by commenting on the file prior to its submission for review.
- To make an oral summary before the Peer Review Committee at the outset of its deliberations, presenting the best case that can be made for this candidate. This summary in no way abridges faculty responsibility to be thoroughly familiar with the candidate's evaluation file.

2. External Opinion

The Committee may obtain external opinion on the candidate's strengths and weaknesses. External opinion, in this instance, includes those of any Landscape Architecture faculty not included in the Peer Review Committee, any other faculty and staff at the College, and those external to CESF. ALL solicited opinions must be obtained through the Chair, and ALL solicited opinions must be covered with an Article 31 Form, which states the requirements for confidentiality.

3. Report

The Peer Review Committee Report must be written in the following form: (a) a single one-line recommendation on the decision at hand, and (b) a statement regarding the candidate's strengths and weaknesses relative to the personnel action under consideration. Comments must be made in reference to SUNY Board of Trustees' criteria and must be supported by materials available for review. No additional characterizations should be made.

The report is submitted to the Chair and becomes part of the candidate's evaluation file, to which the candidate has access.

V. DESCRIPTION OF EVALUATION PROCESS

A. OVERVIEW

The faculty evaluation process is a combination of peer and administrative review. It is designed to ensure the participation of faculty, as appropriate to the personnel action, and to provide the candidate with maximum access to information and opportunities to comment at all stages of the process. Candidates for advancement are urged to review these procedures before evaluation processes are set in motion.

V. DESCRIPTION OF EVALUATION PROCESS (continued)

B. DEFINITIONS

Two terms are used repeatedly in the description of the evaluation process and, therefore, are set apart here for full definition.

1. Evaluation File

The evaluation file is the collection of material used for review at each stage of the evaluation process. At each stage, documents are added according to processes described in this document. Below, arranged in chronological order of insertion, are the items that comprise the final evaluation file received by the President prior to final recommendation.

a. Initial evaluation file, authored by the candidate containing:

- (1) Dated transmittal memorandum to the Chair, outlining the file contents and their arrangement.
- (2) Statement by the candidate summarizing the argument for advancement, organized according to evaluation criteria, and referencing supporting documentation included in the file accordingly.
- (3) Supporting documents (see APPENDIX B for examples).
- (4) Annual reports, including a draft annual report for the current year.
- (5) Solicited Materials Request. A roster of names, titles, and addresses, including external references and those in Landscape Architecture and at CESF who are not members of the Peer Review Committee. This list is not required for contract renewals.

b. Comprehensive list of solicited material, by source of request.

c. Solicited materials (except those indicating a requirement of confidentiality). These include letters from persons identified by the candidate, by the Chair (if requested), and by the Peer Review Committee (if requested).

d. Peer Review Committee Report.

e. Candidate commentary on Peer Review Report, if candidate chooses.

f. Chair's recommendation.

*g. Chair's Report to the Provost and Vice President of Academic Affairs.

*h. Candidate commentary on Chair Report, if candidate chooses.

*i. Provost and Vice President of Academic Affairs Report to the President.

*j. Candidate commentary on Provost Report, if the candidate chooses.

2. Solicited Materials

Solicited materials are letters received, upon request, that comment on the decision regarding the personnel action in question. It is a central article in the solicited materials process that (a) no verbal commentary can be received and used as evidence for the decision at hand, and that (b) no unsolicited materials will be used. Unsolicited letters will be returned to the sender to complete the Article 31 Form.

*These only occur if there is a favorable recommendation from the Chair.

V. DESCRIPTION OF EVALUATION PROCESS (continued)

B. DEFINITIONS (continued)

At least two opinions from outside the College must be obtained for continuing appointment, and promotions to Associate and Full Professor. Several features are important in the solicitation of opinions:

- a. All solicitations are made by the Chair, whether originating as a request from the candidate, the Peer Review Committee, or the Chair.
- b. Letters of solicitation by the Chair identify the action contemplated, the evaluation criteria, deadlines for response, and are accompanied by an Article 31 form, indicating whether the candidate may see the letter of response. Solicited letters received without an Article 31 form are treated as confidential.
- c. ALL faculty and staff at CESF, and persons external to CESF contribute opinion only when solicited through the Chair, and all responses are treated in the manner described herein, regardless of source.
- d. When solicited materials are received, they are stapled together with the Article 31 form and a copy of the original letter of solicitation. Those not requiring confidentiality are placed in the evaluation file, and confidential materials are separately handled by the Chair, who provides the committee access to the materials.

C. STEP-BY-STEP PROCEDURE

1. Discussions on Promotion

Discussions on promotions, originated by either the candidate or the Chair, should be held no later than December. Though informal, both the candidate and the Chair will attempt to ascertain the general advisability of this action during the current academic year. However, these discussions do not abridge the rights of faculty to pursue a promotion evaluation if he or she so wishes.

2. Initiation of Evaluation

Evaluation processes are initiated by memorandum from the Provost to faculty Chairs. The Chair, in turn, informs the faculty by a memorandum which identifies:

- a. The personnel actions to be considered this academic year.
- b. The Peer Review Committee to be formed for each action.
- c. The calendar for key evaluation dates, referencing these steps.
- d. The submission date for annual reports from all faculty.

3. Meetings of Peer Review Committee

Committee meets to review its charge, to develop internal operating procedures, and, in consultation with the candidate, to identify a mentor.

4. Initiate Evaluation File

The candidate will develop an evaluation file and receive commentary from the mentor, prior to submission at the specified date.

V. DESCRIPTION OF EVALUATION PROCESS (continued)

C. STEP-BY-STEP PROCEDURE (continued)

5. Submit Evaluation File

The initial evaluation file is submitted to the faculty Chair who, after ascertaining its suitability for use, places the file in the Faculty of Landscape Architecture Administrative Office for Peer Review Committee use.

6. Solicited Materials

Following evaluation file review by the Chair and the Peer Review Committee (or its representatives), a comprehensive list of solicited materials to be sought is developed. This includes lists furnished by the candidate, the Chair (if desired), and the Peer Review Committee (if desired). The Chair then solicits these opinions, which, upon receipt, are placed in the review file or held confidentially. Solicited materials will not be accepted after the announced deadline.

7. Peer Review

Following a final reading of the evaluation file and the confidential materials, the Peer Review Committee meets, hears an opening statement by the mentor, deliberates, and writes a report, submitting this to the Chair on or before the announced reporting date. This report is placed in the evaluation file.

8. Candidate Response (optional for the candidate)

Following notification by the Chair of receipt of the Peer Review Committee report, the candidate may read the evaluation file (Committee report, non-confidential solicited materials) and file a written response within five calendar days of notification.

9. Discussion With Candidate

The Chair receives oral representations of the candidate's written commentary, if any, and discusses the forthcoming Chair report.

10. Chair Report

The Chair writes a recommendation for the personnel action and places this in the evaluation file. A copy is provided to the candidate, who has five calendar days to respond in writing.

11. Candidate Response (optional for the candidate)

The candidate writes a response to the Chair report and submits it to the Chair for placement in the review file.

The evaluation file is forwarded to the Provost and Vice President of Academic Affairs.*

*12. Provost and Vice President of Academic Affairs Report

The Provost and Vice President of Academic Affairs writes a recommendation for the personnel action and places this in the review file. A copy is provided to the candidate, who has one week to respond.

*13. Candidate Response (optional for the candidate)

The candidate's response is forwarded to the Provost and Vice President of Academic Affairs for placement in the evaluation file. The evaluation file is forwarded to the President for final recommendation.

*These steps occur only if there is a positive recommendation from the Chair.

FACULTY OF LANDSCAPE ARCHITECTURE

FACULTY BYLAWS

ADOPTED MAY 31, 1985

AMENDED DECEMBER 2, 1992

PREAMBLE

The purpose of these Bylaws is to set forth the governance responsibilities of the Faculty of Landscape Architecture and to establish an organization and the procedures necessary for the effective performance of such responsibilities and for the orderly transaction of faculty business.

These Bylaws are consistent with the policies adopted by the State University Board of Trustees for the organization and governance of the University as set forth in *Policies of the Board of Trustees, State University of New York, 1983*.

I. FACULTY

A. DEFINITION

The voting faculty¹ of the Faculty of Landscape Architecture shall be composed of faculty as defined by the college Faculty Bylaws who hold an appointment in the Faculty of Landscape Architecture.

B. RESPONSIBILITIES, FUNCTIONS, and POWERS²

1. The policies of the State University Board of Trustees oblige the faculty to participate significantly in the initiation, development, and implementation of the education program.
2. To meet these responsibilities the faculty shall:
 - a. organize for the orderly transaction of faculty business,
 - b. meet regularly to discuss matters of faculty interest,
 - c. review existing faculty policies and programs,
 - d. initiate and develop policies and programs,
 - e. make recommendations to the chairperson, or to other appropriate individuals, regarding the implementation of educational programs, and
 - f. assist in the enhancement and development of excellence in the college, the faculty, and their programs.

C. ORGANIZATION

1. OFFICERS

- a. *Executive Chairperson.* Biannually, in odd-numbered years, the voting faculty shall elect one of its members to serve as executive chairperson. The executive chairperson shall serve no more than two successive terms and shall not serve as a chairperson's designee to a standing committee. The executive chairperson shall be presiding officer at all meetings of the faculty, shall transmit to the chairperson recommendations by the faculty, and shall exercise such other powers as are set forth in these Bylaws.

¹Voting faculty assumes the definition found in the college's Faculty By-Laws that includes "members of the academic staff (...comprised of those persons...have the titles of professor, associate professor, assistant professor...) of the college; senior research associates, research assistants, and; other members of the professional staff who hold appointments, the primary responsibility of which, as determined by faculty vote, is in the initiation, development, or implementation of the educational program." Those faculty with a qualified academic rank such as "visiting" or other similar designations are not considered voting faculty. The chair is considered as part of the voting faculty in the college Bylaws.

²The Policies of the Board of Trustees of the State University of New York (January 1, 1980) provides the authority for these Bylaws:
"4. Responsibility. The faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program."
"5. Bylaws: (a) the faculty of each college shall prepare and adopt Bylaws which shall contain: (1) provisions for committees and their responsibilities; (2) procedures for the calling and conduct of faculty meetings and elections; and (3) provisions for such other matters of organization and procedure as may be necessary for the performance of their responsibilities.
(b) Bylaws shall be consistent with and subject to the policies of the Board of Trustees of State University of New York, the laws of the State of New York, and the provisions of agreements between the State of New York, and the certified employee organization established pursuant to Article 14 of the Civil Service Law. Provisions of Bylaws concerning consultation with the faculty shall be subject to the approval of the chief administrative officer of the college. All actions under Bylaws shall be advisory upon the chancellor and the chief administrative officer of the college."

- b. *Secretary.* Biannually, in odd-numbered years, the voting faculty shall elect one of its members to serve as secretary of the faculty for no more than one term. The secretary shall record the minutes of all faculty meetings and shall distribute such minutes to the faculty prior to the next regular meeting.

II. MEETINGS

A. REGULAR MEETINGS

1. Regular meetings of the faculty shall be held at least thrice per spring and fall semester on a schedule to be set by the executive chairperson and distributed to the faculty at the beginning of each academic year. An itemized agenda shall be distributed by the executive chairperson at least one week before each meeting.
2. The executive chairperson may cancel any regular meeting, but may not cancel two consecutive meetings.

B. SPECIAL MEETINGS

1. The president of the college, or the chairperson, may call a special meeting at any time. The executive chairperson may call a special meeting provided that the faculty is notified one week in advance of the meeting.
2. Special meetings requested by a petition, signed by at least one-fifth of the voting faculty, shall be called by the executive chairperson within two weeks of receiving the petition.
3. A meeting, or a portion of a meeting, of the faculty without the chairperson present will be called by the executive chairperson at least once a year and on petition of at least one-fifth of the voting faculty.

C. CONDUCT

1. In general, meetings will be conducted in an informal parliamentary manner to attain full and free discussion. As needed, faculty meetings shall be conducted according to *Robert's Rules of Order (Revised)* except as otherwise specified in these Bylaws and in the *Policies of the Board of Trustees of State University*.
2. All faculty meetings shall be closed except that the executive chairperson or the faculty, by majority vote, may invite visitors and recognize them in discussions.

D. QUORUM

A quorum shall consist of a majority of the voting faculty.

E. VOTING

Each member of the voting faculty shall have one vote. The results of any vote shall be established by count, if requested by a voting member. The executive chairperson can vote as any other faculty member when the vote is by ballot. In all other cases the executive chairperson can (but is not obliged to) vote whenever his vote will affect the result-- that is, the executive chairperson can vote either to break or to cause a tie. A secret ballot may be requested by any voting member.

III. COMMITTEES of the FACULTY

A. STRUCTURE

1. *Standing Committees.* Standing committees include: Undergraduate Program and Graduate Program.³
2. The faculty meeting or the standing committees may establish or abolish ad hoc committees, the functions of which fall within faculty prerogatives and responsibilities as specified in these Bylaws. Ad hoc committees shall be charged with a specific function and shall be dissolved immediately on completion of their assignment or after twelve months, whichever comes first.

B. FUNCTIONS

The general functions of the standing committees shall be:

1. to study current policies and programs,
2. to facilitate opportunities for all faculty to discuss policies and programs,
3. to receive, study, and evaluate proposals for improvement in policies and programs,
4. to place before the faculty meeting proposals for revision and formulation of policies and programs,
5. to meet such other responsibilities as are set forth elsewhere in these Bylaws, and
6. in carrying out the above, to consult and cooperate on a permanent or temporary basis with appropriate persons, groups, and advisors.

C. PROCEDURES

1. Committees shall make proposals with specific recommendations and present such proposals in writing to the faculty meeting of their activities by reporting to the faculty periodically.
2. Committees shall inform the faculty of their activities by reporting to the faculty periodically.

D. COMPOSITION

1. *Standing Committees.* The standing committees shall consist of approximately equal numbers of faculty members. One member of each standing committee will be elected by its members as committee chairperson.
2. *Ad Hoc Committees.* The faculty meeting or the standing committee may determine how faculty are selected for an ad hoc committee.
3. *Committee Meetings and Participation.* Committee meetings shall be announced and open to members of the faculty. Notes or minutes of meetings, if available, should be posted for faculty information. Visiting faculty may be invited to participate on a standing committee at the discretion of the individual standing committee. Students will be invited to designate a representative to each of the faculty committees.

³ The Research, Continuing Education, and Public Service Committee, is temporarily dropped as a standing committee.

E. SCOPE and RESPONSIBILITIES

Undergraduate Program and Graduate Program Committees.⁴ Each of these committees, in order to exercise their responsibilities for the conduct of the school's instruction programs, shall be concerned with:

1. priorities, goals and objectives,
2. recruitment and admission policies,
3. academic standards,
4. degree requirements,
5. petitions,⁵ and
6. the structure, content, and interrelationship of courses and curricula, methods of instruction and evaluation, and policies regarding support for students and institutional services.

IV. PEER REVIEW

Faculty responsibilities regarding peer review are a part of faculty governance. The functions and procedures of the Peer Review Committee are included in a separate policy statement initially approved by the faculty in 1984.

V. PROCEDURES

A. ELECTIONS

1. *Selection of Members to Standing Committees.* Three weeks prior to the last regularly scheduled spring faculty meeting, the executive chairperson shall provide each member of the faculty who is eligible to participate on a standing committee an opportunity to select the committee they wish to serve if the faculty member desires to serve on a committee.
2. *Election of Officers and Representatives to College Committees.* Prior to the last regularly scheduled spring faculty meeting, the executive chairperson shall solicit consenting nominees for each of the elective offices. The executive chairperson shall also invite nominations from the floor at the regular faculty meeting.
3. *Balloting*
 - a. Voting in faculty elections shall be by secret ballot. In each contest, the nominee receiving a majority of votes cast shall be elected. If an office remains vacant because a nominee did not receive a majority of votes cast, a runoff election will be held for the two (or more in cases of ties) nominees receiving the largest number of votes.
 - b. The preparation, distribution, collection, and counting of the ballots, and the reporting of results, shall be the responsibility of teller(s) selected by the executive chairperson.
4. *Taking Office.* A faculty member elected to a faculty office or electing to serve on a committee shall assume the post on June 1.

⁴ The following responsibilities of the Research, Continuing Education, and Public Service Committee are included as temporary responsibilities of the Graduate Program and Undergraduate Program Standing Committees: These committees shall be concerned with policies regarding the development, support, administration, and effectiveness of research, continuing education, and public service programs. The development and conduct of research is the responsibility of the individual faculty member and not the responsibility of these committees.

⁵ Responsibilities include the consideration of (a) petitions for exceptions to the curricula and programs of the school, (b) petitions for readmission of students who have been dismissed from the school for academic performance, and (c) petitions for exceptions to the academic policies of the college.

5. *Terms of Office.* Members serve on standing committees on an annual basis. Members elected as faculty representative to a college committee shall serve for not more than two consecutive two-year terms.
6. *Academic-Year Appointments.* Faculty with academic-year appointments are not obligated to participate in governance activities outside the academic year.
7. *Vacancies.* In the case of a vacancy in any office or committee post, the executive chairperson will arrange an election to fill the remaining term as soon as practicable. Faculty who serve less than two years of an unexpired term are eligible to succeed themselves.

VI. CHAIRPERSON

- A. The chairperson is empowered to call special meetings of the faculty and to report to the faculty (with agenda priority) at all meetings. An ex-officio voting member of every standing committee, the chair person also chairs the Graduate Program Standing Committee. The chairperson shall receive for action all faculty recommendations and shall report their disposition to the faculty.
- B. *Administrative Appointments.* Before the chairperson of the faculty appoints or reappoints curriculum directors, program directors, or similar positions, the chairperson shall:
 1. announce, by written memorandum, to each faculty member that a vacancy exists or a reappointment is contemplated,
 2. invite faculty members to submit nominations, and
 3. present the nominations to faculty members for their evaluation and/or recommendation.

VII. BYLAW REVISION

- A. Proposals for amendments to these Bylaws may be made by any two faculty members at a faculty meeting. They must appear on the agenda of one faculty meeting for discussion. They shall then be distributed to the faculty accompanied by a ballot by the secretary in a timely manner. Passage of the amendment shall require a majority vote of the voting faculty exclusive of the chairperson.
- B. This Bylaw and subsequent amendments, unless otherwise specified by the faculty, become effective immediately upon adoption by the faculty, except that those provisions concerning chairperson consultation shall be subject to approval by the chairperson.

UNIVERSITY OF TORONTO
QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members in your University? (answer in writing) YES

2. What criteria do they use in this evaluation? see enclosed

3. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?) YES

4. To whom is this information distributed?

- to the faculty members
- to other faculty members
- to students
- to other administrators in the University? If so, to whom?

5. Do faculty members engage in peer review of other faculty members? YES

6. What criteria do they use in such an evaluation?

7. (Staff members worked very closely with the material on the Hollenberg Report to produce the attached Self-Study and Creative Professional Activity Report for the Faculty of Arts and Letters at the University of Toronto. The structure of the report includes a summary of the report's findings and recommendations. (If so, could you please include a copy with your reply?)

8. What is the disposition or distribution of this information?

- to the faculty members
- to the program administrators
- to other faculty members
- to school or university administrators

9. Do students evaluate faculty members?

- YES
- NO

10. What do they evaluate and what criteria do they use? YES

11. Do they use a standardized form or form in doing this? (If they use a standard form, could you enclose a copy of it with your reply?) YES

12. What is the disposition or distribution of this information?

- to the administration
- to other faculty members
- to the faculty members
- placed in the library
- to other students

13. Do you have any other comments?

January 1990
Revised December 1983

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

YES

a. What criteria do they use in this evaluation?

see enclosed

b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply)

c. To whom is this information is distributed?

to the faculty member?

to other faculty members?

to students?

to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members?

NO

a. What criteria do they use in such an evaluation?

b. Do they use a standardized form or format?

(If so, could you please include a sample copy with your reply?)

c. What is the disposition or distribution of this information?

to the faculty member?

to the program administrator?

to other faculty members?

to school or university administrators?

3. Do students evaluate faculty members?

a. What do they evaluate and what criteria do they use?

YES SEE ENCLOSED

b. Do they use a standardized form or format in doing this? YES

(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?

to other students?

placed in the library?

to the faculty member?

to other faculty members?

to the administration?

PROGRAM IN LANDSCAPE ARCHITECTURE

University of Toronto

CREATIVE PROFESSIONAL ACTIVITY IN LANDSCAPE ARCHITECTURE

(Staff members worked very closely with the material on the Hollenberg Report to produce the attached Creative Professional Activity Report for the Program in Landscape Architecture at the University of Toronto. The structure was kept as much as possible and, in many cases, the text.)

CREATIVE PROFESSIONAL ACTIVITY IN LANDSCAPE ARCHITECTURE

INTRODUCTION:

Research and scholarly activity in Landscape Architecture are recognized by the profession to include more than pure research as defined by classical science. Many aspects of Landscape Architecture cannot be tested or evaluated in a scientific sense. Some aspects of Landscape Architecture are more closely related to the Arts and Philosophy than to sciences such as physics or mathematics. The criteria for assessing faculty performance in improving the theories and methods of the profession must reflect this professional perspective.

A distinction must be made here between project or 'built' work as opposed to the definition of research. Built or 'to be built' design or project work is not automatically considered to be research activity although it routinely involves research in a variety of areas. However, if the project uses innovative techniques or illustrates new directions in the profession and these attributes of the projects are clearly communicated in appropriate form, the work does qualify for consideration as "research".

In accordance with the Hollenberg Report, the Committee spent some time in considering the Criteria of creative professional achievement and the methods by which such criteria might be met. The Committee agreed upon the following:

- 1) *Exemplary practice* as evidenced by references from colleagues and former students.
- 2) *Innovation in practice* as evidenced by publications of a general nature, perhaps including newspaper references, and at least an on-going assessment of practice results. Professional scholarship, in the form of publications in refereed journals, books that are widely used or invited lectures to professional societies, may be considered evidence of innovation in practice.
- 3) *Peer acknowledgment* at a superior level; membership in important professional organizations/agencies and advisory bodies in public policy.
- 4) *Public impact* as evidenced by references from senior level consumers.

For landscape schools, the most common basics of peer recognition are as follows:

- professional work
- participation in design competitions
- publication of projects and articles in professional journals
- articles published in refereed journals
- books and chapters in books
- audio-visual media - production for education purposes
- radio, television and print media
- conference presentations - participants in professional conferences and/or their organization
- preparation of academic or professional seminars and workshops
- exhibitions

The essential condition for all this work, irrespective of its form and audience, is that it must be available and subject to academic and professional peer review and evaluation.

CATEGORIES OF CREATIVE PROFESSIONAL ACTIVITY:

1) Creative Excellence and Innovation

- a) *Creative excellence* in Landscape Architecture requires *sustained activity* which is judged excellent by *peer review* and establishes the individual's *reputation for excellence* within and outside the University. Judgment should be made with reference to appropriate criteria such as publication; competitions; (juried awards and prized), invited *lectures, presentations and exhibitions; public recognition*, etc.

- b) *Innovation* may be either conceptual or technical or both which has the potential for an *influence on the practice of the profession*, through publication and *evaluation* and recognition by practitioners and academics.

Examples:

a) Competitions:

- International: The Spreebogen International Competition for Urban Design Ideas, Berlin, Germany
- National: Trinity Square-Eaton Centre Competition, Toronto Canada
- Local: Bay/Adelaide Park Competition, Toronto, Canada

b) Invited Design Charrettes and Symposiums:

- Regent Park Housing Development
- Scarborough College Development Plan
- CN Railway Lands Urban Planning Study

c) Expert Witness:

- Ontario Municipal Board
- Environmental Assessment Board

d) Professional Awards (Citations, Precedents):

- American Society of Landscape Architects - (ASLA)
- Canadian Society of Landscape Architects - (CSLA)
- Ontario Association of Landscape Architects - (OALA)

e) Exhibitions:

- Canadian Centre for Architecture
- School of Architecture and Landscape Architecture Gallery, Toronto
- Other school of architecture or landscape architecture in North America and abroad.
- Public and Private Galleries

2) Exemplary Public Service

That which is illustrative to students and peers; practice or service which establishes the individual as an exemplar, or *role-model*.

Examples:

Voluntary and Consulting Service:

- to boards, commissions, government departments
- civic and charitable organizations related to the discipline
- serving on short-term committees and task forces
- Philanthropic activities related to the discipline

3) Professional Leadership:

Demonstration of innovation and exemplary practice in the form of leadership in the profession or in *professional societies, associations, or organizations*, that has influenced standards and enhanced the effectiveness of the discipline. Membership and the holding of office in professional associations is not, in and of itself, considered evidence of leadership. Sustained leadership, as defined above, and setting of standards for the profession, are the principal criteria to be evaluated.

Examples:

a) Public Policy:

- Acts of Parliament or Municipal By-laws, i.e. The Landscape Architects Act, Bill PR #37, 1984
- Environmental Assessment Act
- Municipal Zoning and Guidelines

b) **Authorship or Editorship of studies or reports for government bodies:**

- Official representative for the professions, i.e.
 - Conservation Council
 - OALA Representative on Design Juries

c) **Founding or re-organization of a professional society or association**

METHOD OF EVALUATION:

Evidence of a creative and productive mind must be demonstrated through the candidate's excellence and innovation, exemplary public service and professional leadership. Assessment of creative work will be through examination of the normal products of such activity. The quality of work will be evaluated for originality, significance of findings, and its intellectual contribution to the field. Although the quality rather than the quantity of work is significant, the candidate should show evidence of continuing creative activity that will benefit the learning of others.

It should be stressed that creative professional activity and scholarly research are not considered to be mutually exclusive, and that publications and addresses to conferences or professional meetings would form a part of a candidate's original contributions. Professional activities that do not represent significant original work will be considered evidence of competence, but may not be substituted for the mandatory requirement of creative attainment.

The source of evidence would be letters of appraisal from peers, including colleagues inside the University but particularly from those outside the University; and also from present and former students, clients, and members of other disciplines who interact with the candidate. Such assessments should be specific in nature and should be solicited from a number of individuals selected by both the candidate and the reviewing body or individual. Referees should be asked to apply the categories of creative professional activity in drafting their appraisals. It is also important that the stature and status of the appraisers be indicated, along with the nature and duration of their association with the candidate, because the weight given an assessment will depend to a considerable degree on the professional reputation of the appraiser, and his/her relationship with the candidate. Material for evaluation may be submitted from the previous three years and must highlight the work of the last twelve months.

While a variety of different letters to the referees requesting assessments might be used depending on the circumstances, the letters should be sufficiently specific to elicit responses that go beyond a brief comment affirming the individual's competence. Statements from colleagues made without solicitation may provide very significant evidence of creative professional achievement.

In establishing the composition of committees for tenure and promotion review, it is important that at least 50% of the committee members be representatives from the profession of Landscape Architecture.

SUMMARY:

The objective in developing Program guidelines for the assessment of creative professional activity is to encourage consistency in the application of this criterion, but it is assumed that the forms of activity will vary at different stages in an individual's career.

For assessment by the Dean for annual merit increments, all aspects of creative professional activity, along with research, teaching and administrative service, must be considered. As a faculty member progresses through his or her career, there would be an expectation of a growing body of such work to be evaluated.

University of Toronto
PROFESSIONAL JOURNALS

List of current (1993-94), recognized, professionally-related publications:

REFEREED

- Acadia
- Assemblage
- CAAD Futures
- Coastal Zone Management Journal
- Council of Educators in Landscape Architecture Proceedings
- Ecaade
- Environments
- Environment and Behaviour
- Environment Management
- Graphic Interface
- Journal of Architectural Education
- Journal of Environmental Management
- Journal of Landscape History
- Journal of Leisure Research
- Landscape History
- Landscape Journal
- Landscape Planning
- Landscape Research
- Landscapes
- Language of Design
- Places
- Special Interest Group on Computer Graphics SIGGRAPH
- Special Interest Group on Computer & Human Interaction (SIGCHI)
- Small Town
- Urban Ecology

NON-REFEREED

- Landscape Architecture
- Landscape Architecture Review
- Plan Canada
- Representation
- Art Forum
- Art Views

Note: If you were taught by more than one instructor, please obtain and fill out one form for each additional instructor involved. The instructor must be the instructor currently teaching your section.

IDENTIFY

HOURS

Enter the number of hours you spent weekly on this course in each of the following areas:

- weekly hours spent in lectures, laboratories, and tutorials
- weekly hours spent on assignments
- weekly hours spent on home study

COMMENTS

If you have any comments which would be helpful to the above named instructor in improving this course or its presentation, please write them on a separate sheet of paper. Be sure to include the instructor's surname with the comments, and hand them in along with this sheet. Do not enter comments on this piece of paper.

For each of the following questions, enter in the box on the right, the letter of the response that best expresses your opinion.

**University of Toronto
Faculty of Architecture and Landscape Architecture
Course/Teaching Evaluation Questionnaire**

1. Considering the following questions, enter in the box on the right, the letter of the response that best expresses your opinion.
2. To what extent does this course repeat material from your other courses?

Your thoughtful responses to this questionnaire will assist us in achieving our objective of maintaining a high quality academic environment for our students.

Note: If your course section was taught by more than one instructor, please obtain and fill out one 'Additional Instructor Evaluation' form for each additional instructor involved. The instructor to be named on this sheet must be the instructor currently teaching your section.

IDENTIFICATION

6. Is the instructor's presentation of the course well organized?
- | | |
|---|--|
| <input type="checkbox"/> A: very well organized, B: organized, C: adequately organized, D: not well organized | <input type="checkbox"/> E: not applicable |
|---|--|
7. How clearly does the instructor explain the subject matter of the course?
- Instructor's Surname

HOURS SPENT WEEKLY

8. How well does the instructor appear to know the subject?
9. Does the instructor use examples and illustrations when appropriate?
- Enter the average hours you spent weekly on this course in each of the following areas:
- weekly hours spent in lectures, laboratories, and tutorials:
 - weekly hours spent on assignments:
 - weekly hours spent on home study:

ABOUT THE TEXTBOOK / TUTORIAL

10. If a specific textbook was recommended, how do you rate it?
11. How do you rate the associated tutorial?

COMMENTS

If you have any comments which would be helpful to the above named instructor in improving this course or its presentation, please write them on a separate sheet of paper. Be sure to include the instructor's surname with the comments, and hand them in along with this sheet. Do not enter comments on *this* piece of paper.

Your thoughtful responses to this questionnaire will assist us in achieving our objective of maintaining a high quality academic environment for our students.

Note: If your course section was taught by more than one instructor, please obtain and fill out one "Additional Instructor Evaluation" form for each additional instructor involved. The instructor to be named on this sheet must be the instructor currently teaching your section.

IDENTIFICATION

HOURS SPENT WEEKLY

COMMENTS

For each of the following questions, enter in the box on the right, the letter of the response that best expresses your opinion...

ABOUT THE COURSE

1. Considering the calendar weighting, do you think this course: A: requires excessive work, B: requires an appropriate amount of work, C: is too light.	
2. To what extent does this course repeat material from your other courses? A: too much, B: to some extent, C: not at all.	
3. What proportion of the lectures or studios have you attended? A: over 90%, B: 50% to 90%, C: under 50%.	
4. Is the subject matter intrinsically interesting to you? A: very interesting, B: interesting, C: marginally interesting, D: uninteresting.	
5. To what extent do you feel this course is relevant to your professional development? A: essential, B: quite useful, C: marginally useful, D: irrelevant.	

ABOUT THE INSTRUCTOR

6. Is the instructor's presentation of the course well organized? A: highly organized, B: well organized, C: adequately organized, D: not well organized, E: disorganized.	
7. How clearly does the instructor explain the subject matter of the course? A: always clearly, B: usually clearly, C: sometimes clearly, D: seldom clearly.	
8. How well does the instructor appear to know the subject? A: very well, B: well, C: adequately, D: poorly.	
9. Does the instructor use examples and illustrations when appropriate? A: frequently, B: occasionally, C: seldom, D: never.	
10. What is the instructor's attitude toward the class? A: friendly, B: neutral, C: unfriendly.	
11. Is the instructor willing to provide extra help? A: don't know, B: always, C: most of the time, D: sometimes, E: not at all.	
12. What is your overall rating of this instructor as a teacher? A: excellent, B: good, C: adequate, D: poor.	

ABOUT THE TEXTBOOK / TUTORIAL

13. If a specific textbook was recommended, how do you rate it? A: not applicable, B: excellent, C: good, D: adequate, E: poor.	
14. How do you rate the associated tutorial? A: not applicable, B: excellent, C: good, D: adequate, E: poor	
15. How do you rate the teaching assistants in the associated tutorial? A: not applicable, B: excellent, C: good, D: adequate, E: poor	

For each of the following questions, enter in the box on the right the letter of the response that best expresses your opinion.

ABOUT THE COURSE

1. Considering the student workload, do you think the course:	
2. To what extent does this course repeat material from your other courses?	
3. What proportion of the lectures or studios have you attended?	
4. Is the subject matter inherently interesting to you?	
5. To what extent do you feel this course is relevant to your professional development?	

ABOUT THE INSTRUCTOR

6. Is the instructor's classification of the course well organized?	
7. How clearly does the instructor explain the subject matter of the course?	
8. How well does the instructor appear to know the subject?	
9. Does the instructor use examples and illustrations when appropriate?	
10. What is the instructor's attitude toward the class?	
11. Is the instructor willing to provide extra help?	
12. What is your overall rating of this instructor as a teacher?	

ABOUT THE TEXTBOOK/TUTORIAL

13. If a specific textbook was recommended, how do you rate it?	
14. How do you rate the associated tutorial?	
15. How do you rate the teaching assistance in the associated tutorial?	

School of Architecture and Landscape Architecture
University of Toronto

ANNUAL ACTIVITY REPORT FOR TEACHING STAFF

Office of the Dean
Tel: -3089

For period: 1 May 1994 to 30 April 1995

NAME: CONFIDENTIAL

Percentage: March 24, 1995

To: School of Architecture and Landscape Architecture

From: Anthony Eardley, Dean

AE

Re: Annual Activity Report 1 May 1994 to 30 April 1995

Part I: Teaching

a. Undergraduate Classroom/Studios

Course Number	Hours	Spring
1. Would you please complete the attached Annual Activity Report form for the period 1 May 1994 to 30 April 1995, and return it to me no later than May 16th .		
It is important that your achievements in teaching and administrative assignments for 1994-95 are duly recorded and recognized. If there is any activity you wish to be considered which is not covered by the headings in the form, please give the details on page 5.		
If no report has been received from you, I shall have to rely on whatever information can be ascertained from your personal file.		
2. Kindly return to me your Supplementary Income and Related Activities statement (form attached). Additional forms, if needed, can be obtained from Ana.		

b. Course and Curriculum Development (use extra page if necessary)

i. Existing courses

ii. New courses

:tp

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE
UNIVERSITY OF TORONTO

ANNUAL ACTIVITY REPORT : TEACHING STAFF

For period: 1 May 1994 to 30 April 1995

NAME:

Percentage of Appointment(s)

- | | |
|---|-------|
| 1. School of Architecture and Landscape Architecture: | |
| 2. (Cross appointment/Division): | |
| Total: | |

Part I : Teaching

a. Undergraduate Classroom/Studios

Course Number and Title	No of Students	Lecture	Studio	Tutorial	Weekly Contact Hours	
					Fall	Spring

b. Course and Curriculum Development (use extra page if necessary)

i. Existing courses

Source	Title of Grant	Period of Award	Amount	Individual or Team

ii. New courses

b. **Teaching Innovation** (eg program design, new pedagogical methods such as use of computer technology, TA training)

c. **Undergraduate Independent Study Supervised**

Name of Student	Title of Thesis	Weekly Contact Hours	
		Fall	Spring

PART II : RESEARCH, PUBLICATIONS, SCHOLARLY ACTIVITY

a. **Publications**

i. **Refereed Publications**

ii. **Other**

b. **Research Grants and Contracts**

Source	Title of Grant	Period of Award	Annual Amount	Individual or Team

c. **Other Research Activity**

d. **Competitions Entered and Results**

e. **Service on Design Award Juries — National/International**

f. **Conferences/Workshops Attended**

g. **Projects Published or Exhibited**

h. **Other Creative Professional Activity**

i. **Design Awards**

j. **Fellowships, etc, Received or Elected**

PART III : ADMINISTRATION AND PROFESSIONAL ACTIVITIES

a. Honours and Awards

b. Committees and Administration

c. School Administrative Duties

d. Other University Commitments

e. Major Non-University Committees

f. Professional Activities

ADDITIONAL INFORMATION

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE
University of Toronto
230 College Street

SUPPLEMENTARY INCOME STATEMENT

Name _____ Reporting period _____

PRIVATE PROFESSIONAL WORK

Category or Name of Client	Type of Work	No. of Days

UNIVERSITY GRANT / CONTRACT WORK / SUPPLEMENTARY TEACHING

Identify Grant, Contract, and/or Course Taught	Remuneration Received	No. of Days

NON-REMUNERATED ACTIVITY

(Please provide an estimate (in days) of total time spent on non-remunerated, non-university professional work, e.g., as an officer of a professional association, member of accreditation team, etc.)

Activity	No. of Days

CONFIDENTIAL

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE
University of Toronto
230 College Street

SUPPLEMENTARY INCOME STATEMENT

Name: _____ Reporting period: _____

Name: _____ Reporting period: _____

Reporting Requirements:
(1) Faculty members with appointments of 50% or greater are required to complete and submit a Paid Activity general activity report.

PRIVATE PROFESSIONAL WORK

Category or Name of Client	Type of Work	No. of Days
Please state the total number of days you devoted to paid professional activities: _____ If the number you stated is greater than 12, please provide a brief description of each activity.		
Description of Your Activity		Days Involved

UNIVERSITY GRANT / CONTRACT WORK / SUPPLEMENTARY TEACHING

Identify Grant, Contract, and/or Course Taught	Remuneration Received	No. of Days
2. PAID NON-PROFESSIONAL ACTIVITIES If the number of days you devoted to paid non-professional activities is greater than 30, please provide a brief description of each activity.		
Description of Your Activity		Days Involved

NON-REMUNERATED ACTIVITY

(Please provide an estimate [in days] of total time spent on non-remunerated, non-university professional work, e.g., as an officer of a professional association, member of accreditation team, etc.)

Activity	No. of Days

CONFIDENTIAL

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE
University of Toronto
230 College Street

PAID ACTIVITIES REPORT

Name: _____ Reporting period: _____

Reporting Requirements:

- (1) Faculty members with appointments of 50% or greater are required to complete and submit a Paid Activity Report as part of the member's general activity report;
- (2) Every faculty member is required to report any use other than trivial of University facilities, supplies, support staff or students in any paid professional activity.

1. PAID PROFESSIONAL ACTIVITIES*

Please state the total number of days you devoted to paid professional activities: _____
If the number you stated is greater than 12, please provide a brief description of each activity.

Description of Your Activity	Days Involved
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

2. PAID NON-PROFESSIONAL ACTIVITIES**

If the number of days you devoted to paid non-professional activities is greater than 30, please provide a brief description of each activity.

Description of Your Activity	Days Involved
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

RECEIVED
JUL 0 8 1994
Dean's Office



June 29, 1994

Memorandum

To: All members of Academic Staff
From: Professor Adel Sedra, Vice-President and Provost
Re: Policy on Conflict of Interest for Academic Staff

Handwritten signature: Adel S. Sedra

At its meeting on 25 June, 1994, the Governing Council approved the new Conflict of Interest Policy (attached), which replaces the former Crispo Rules, the Policy on Supplementary Income and Related Activities (1972) and the Guidelines on Related Activities (1973). The new policy had previously been approved by the UTFA Council.

The new policy incorporates much of the Crispo rules, but is more broadly focused. Because of its importance as part of the basic policies that describe your relation to the University, I urge all colleagues to read and to become familiar with its provisions. Here, briefly, are the principal features of the new policy.

The new policy:

- 1. establishes a clear definition of "conflict of interest" as any situation when a faculty member's paid professional or non-professional activities undermine rather than enhance the member's University responsibilities...
2. embraces the principle that "paid professional activities" are frequently desirable but that, when they are on a major scale...
3. requires that all paid professional activities must be disclosed as must all paid, non-professional activities that require more than 30 days of a faculty member's time;
4. requires that if you have, or might be perceived to have, a conflict of interest you disclose it to the person to whom you report;
5. establishes clear rules surrounding the receipt of gifts, including travel, accommodation, meals etc.;
6. requires the full cost recovery for use of University resources by faculty members for privately undertaken research, including contract research;
7. requires prior approval for the use of students or of budget-supported administrative staff for privately undertaken or paid professional activities;
8. requires that where any faculty member has a family or intimate personal relationship with anyone in the University with whom the faculty member has a supervisory (academic or administrative) relationship such a relationship must be disclosed;
9. requires prior approval of any research for a company or organization in which the faculty member or his/her family has a financial interest;

3. USE OF UNIVERSITY RESOURCES

Please provide a clear description of any use, other than trivial, you have made of University facilities, supplies, support staff or students in your privately undertaken work.

- 1.
2.
3.
4.

Signature

- * A paid professional activity is an activity funded by sources other than the University which (1) arises from your academic position and expertise, and (2) confers a financial benefit on you.
** A paid non-professional activity is any paid activity (including self-employment) which does not arise from your academic position or expertise.

Prepared: February 1995 /tp

RECEIVED
JUL 08 1994
Dean's Office



POLICY ON CONFLICT OF INTEREST

ACADEMIC STAFF

APPROVED
 BY THE GOVERNING COUNCIL OF
 THE UNIVERSITY OF TORONTO
 JUN 22 1994
John [Signature]
 SECRETARY

1. Preamble

Faculty members at the University of Toronto are committed to the pursuit of truth, the advancement of learning, and the dissemination of knowledge. While the pattern of a faculty member's teaching, research (which includes both scholarly and creative professional activity), and service to the University may vary from individual to individual, these three activities constitute a faculty member's principal responsibilities, except where a faculty member has been appointed to a non-professorial academic position in which teaching and service only are the principal responsibilities. A full-time academic appointment entails a year-round commitment to these responsibilities, unless the individual faculty member has a written agreement with the University to the contrary.

It is often intrinsic to this commitment that faculty members will engage in professional activities from which they may derive supplementary income. These activities represent an important mechanism for disseminating the knowledge and expertise of faculty members to the community and for contributing to the faculty members' and students' intellectual and professional development.

The freedom that faculty members properly enjoy to engage in these activities and to earn supplementary income means that, on occasion, their personal interests might seem to conflict with those of the University. All faculty members have an obligation to report and discuss with the person to whom they report all real or apparent significant conflicts of interest; that is, all conflicts that the faculty member believes -- or an objective observer would believe -- to be significant. The purpose of this Policy is, therefore, to set out what constitutes a conflict of interest, to describe the procedures to be followed when faculty members engage in professional work from which they derive supplementary income, and to establish procedures for other situations which could give rise to an apparent conflict of interest.

2. Conflict of Interest

No faculty member shall engage in activities which create for that faculty member a conflict of interest as defined in this Policy; however, where approval of an activity has been sought and received from the person with the authority to grant such approval, the activity shall be deemed not to be a conflict of interest.

RECEIVED
 JUN 23 1994
 HUMAN RESOURCES

3. Definitions

Academic Year

"Academic Year" means the period from July 1 of any calendar year to June 30 of the following calendar year.

Conflict of Interest

A conflict of interest exists when:

- (a) a faculty member's paid professional activities undermine rather than enhance the faculty member's ability to meet the faculty member's responsibilities to the University; or
- (b) a faculty member's non-professional activities which are engaged in for personal gain undermine rather than enhance the faculty member's ability to meet the faculty member's responsibilities to the University; or
- (c) a faculty member's personal or financial interest conflicts with the faculty member's responsibilities to the University.

Division Head or Chair

Wherever this phrase is used in this Policy, it means not one or the other, but instead means:

- (a) in multi-departmental faculties, the chair of the department;
- (b) at Erindale College, the associate dean of the division;
- (c) in unitary faculties, the dean;
- (d) in Institutes or the like, the director; and
- (e) in circumstances in which a faculty member reports directly to a principal of a college, the principal of that college.

Gifts

"Gifts" includes not only articles of value, but also includes, and is not limited to, travel, accomodation, extravagant meals, and the like, including those that might be provided by commercial external sponsors of continuing education programs or conferences in which the faculty member is playing no role other than that of an attendee, or by external organizations which offer products or services related to the faculty member's profession in situations in

which the faculty member may be in a position to influence others to use the external organization's products or services.

Paid Professional Activity

A paid professional activity is an activity funded by sources other than the University which (1) arises from the faculty member's academic position and expertise, and (2) confers a financial benefit.

Major Paid Professional Activity

A paid professional activity is a major paid professional activity if it involves:

- (a) teaching for remuneration outside the University, other than occasional lectures, whether at another academic institution or for a professional development programme; or
- (b) a commitment to any individual project totaling more than 20 days in an academic year; or
- (c) any combination of paid professional activities that are likely to exceed 45 days during an academic year.

Minor Paid Professional Activity

A minor paid professional activity is any paid professional activity that is not a major one but which, nevertheless, involves more than a minimal amount of the faculty member's time.

Secondary Research Contract

A Secondary Research Contract is a contract between the University and an individual faculty member, outside the faculty member's normal employment contract, which is pursuant to a primary research contract between the University and a third party and authorizes payment of self-employment income to the faculty member(s) responsible for the research under the primary contract.

4. Activities Requiring Prior Approval

The following activities require the prior written approval of the person to whom the faculty member reports:

- (a) All major paid professional activities;
- (b) The use of University facilities, supplies, University support staff, or students whenever privately undertaken work or work of a paid professional activity entails more than trivial use of those facilities, supplies, support staff or students.
- (c) Where the funds involved are administered by the University, the hiring, supervising, or evaluating of, purchasing from, selling to, engaging in any commercial transaction with, or conferring or denying any financial or commercial benefit on any member of the faculty member's immediate family or a person with whom there exists, or has recently existed, an intimate personal relationship;
- (d) The academic evaluation of, or the conferring or denying of any academic or administrative benefit on any member of the faculty member's immediate family or a person with whom there exists, or has recently existed, an intimate personal relationship; and
- (e) Where the funds involved are administered by the University, any research undertaken by a faculty member for a company or organization in which a significant financial interest is held by the faculty member, any member of the faculty member's immediate family, or any person with whom there exists, or has recently existed, an intimate personal relationship.

5. The Approvals Process

Major Paid Professional Activities

- (a) The request for approval of a major paid professional activity shall be made in writing to the person to whom the faculty member reports and shall specify:
 - (i) the category or type of client;
 - (ii) the nature of the work;
 - (iii) an estimate of the time required to perform the work;
 - (iv) the extent, if any, of the use of University facilities, supplies, support staff or students;
 - (v) any other major paid professional activities that have already been approved in that year or which are continuing from an earlier year; and
 - (vi) the impact the activity will have on teaching, research, and service responsibilities.

- (b) Notwithstanding clause (a), above, where the work is to be done under a Secondary Research Contract, the Secondary Research Contract/Payment Form itself shall be the basis

for the requested approval along with the additional information required under 5(a)(iv) and (v), above.

(c) In exceptional circumstances and with the written approval of the Provost, the division head or chair may require that the identity of the client and any pertinent financial details of any specific activity be revealed by the faculty member to the division head or chair on a strictly confidential basis.

(d) The division head or chair shall evaluate the request in light of the extent to which the activity will undermine rather than enhance the teaching, research, and service responsibilities of the faculty member, while at the same time recognizing that faculty members are not to be discouraged from nor unduly restricted in this sort of activity, as it represents an important mechanism for disseminating the knowledge and expertise of faculty members to the community and for contributing to the faculty member's intellectual and professional development.

(e) In evaluating the request, the division head or chair may seek the advice of an advisory committee, although information received under 5(c), above, may not be revealed by the division head or chair to anyone, including members of any advisory committee. Members of such a committee shall be directed by the division head or chair to comply strictly with the rule on confidentiality set out in section 13, below.

(f) The division head or chair shall consider the request for approval as soon as possible and shall render a decision in writing within 10 days. The decision must, of course, reflect consistency of treatment among the faculty members in the division or department.

(g) If it is advisable for a faculty member to be permitted to undertake a major paid professional activity that would undermine the meeting of the faculty member's primary obligations and responsibilities, the division head or chair may require in granting approval that the faculty member take full or partial released time without pay; moreover, if a faculty member wishes to continue such activity indefinitely, the faculty member may be required to relinquish his or her status as a full-time appointee.

(h) If approval is denied, the faculty member shall be provided with the reasons for the denial in the letter of denial. The reasons for the denial shall be expressed in the same terms as the evaluation criteria set out in 5(d), above.

Use of University Resources

(a) A faculty member who wishes to carry out any of the activities listed in 4(b), above, shall make a request to do so in writing to the person to whom the faculty member reports. The request shall outline the nature of the use to be made of the facilities, supplies, support staff, or students.

(b) The division head or chair shall evaluate the request in light of the extent to which the request can be accommodated without interfering with work being carried out by others as part of their University work.

(c) The division head or chair shall consider the request for approval as soon as possible and shall render a decision in writing within 10 days.

(d) Absent exceptional circumstances, the division head or chair shall require payment to the University by the faculty member for the use of the facilities, supplies, or support staff, but only to the extent of the actual cost, including overhead, to the University of the use of the facilities, supplies, support staff, or students.

Dealings With Family Members

(a) A faculty member who wishes to carry out any of the activities listed in 4(c) or (d), above, shall request permission to do so in writing from the person to whom the faculty member reports. The request shall set out the activity to be carried out and shall indicate why it is desirable for the activity to be carried out, despite the apparent conflict of interest.

(b) The division head or chair shall evaluate the request having regard to the extent to which special procedures could be instituted in the particular circumstances which would ameliorate the effects of the conflict of interest.

(c) The division head or chair shall consider the request for approval as soon as possible and shall render a decision in writing within 10 days.

Research in Which the Faculty Member Has a Financial Interest

(a) A faculty member who wishes to carry out University-administered research as described in 4(e), above, shall request permission to do so in writing from the person to whom the faculty member reports. The request shall specify the nature of the research and the extent of the interest held in the company or organization for which the research is to be done by the faculty member or the faculty member's immediate family or person with whom there exists or has recently existed an intimate relationship.

(b) The division head or chair shall consider the request for approval as soon as possible and shall render a decision in writing within 10 days.

6. Conflict of Interest for Supervisor

If the person to whom reports are normally made has a personal interest in the matter to be discussed or approved, that supervisor shall refer the matter in writing to the person at the next higher level of authority, who shall respond in writing within 10 days.

7. Activities Requiring Disclosure

If a faculty member has recently received or is receiving supplementary income from a company, or if the faculty member, any member of the faculty member's immediate family, or a person with whom there exists, or has recently existed, an intimate personal relationship has a significant financial interest in a company, the faculty member must disclose the nature of the involvement with the company in any situation in which the faculty member is in a position to influence whether or not University funds will be used to purchase goods and services from that company or where the company may otherwise receive some benefit from the University.

8. Sources of Support for Research

When publishing the results of any research for which funding was supplied, the faculty member shall name the source or sources of funding in the publication, unless explicit approval to do otherwise has been obtained from the person to whom the faculty member reports.

9. Paid Activities Report

Every faculty member shall submit a Paid Activities Report as part of the general annual activity report. The Paid Activities Report shall include:

- (a) the total time involved in each major paid professional activity, if any major activities were undertaken;
- (b) the aggregate number of days devoted to minor activities, if any, and, if greater than 12 days in total, a brief description of the activities involved;
- (c) any use other than trivial made of University resources in any paid professional activity; and
- (d) the faculty member's paid activities, if any, which do not arise from the faculty member's academic position or expertise but which require more than 30 days a year of the faculty member's time.

10. Approval of Expenses

All expense claims made by faculty members involving funds administered by the University require the signature of the person to whom the faculty member reports.

11. Acceptance of Gifts

The acceptance of gifts from individuals or organizations which are associated with the University activities of the faculty member, with the exception of minor gifts as token courtesies, is not normally permitted. If a faculty member has any doubts about the propriety of accepting a particular gift, the faculty member should discuss the matter with the person to whom the faculty member reports.

12. Prohibition on Advertising

If an external sponsor funds a continuing education event, the funding may be acknowledged, but care must be taken that the sponsor's products are not actively promoted at the event. If an external sponsor provides teaching aids to a faculty member, such aids may only be used in the classroom if they display no more than the name or logo of the donor; specifically, such aids may not carry any reference to a specific product or therapeutic agent.

13. Confidentiality

Any information gathered about an individual faculty member under this Policy shall be held in strict confidence and shall not be divulged to any other person, except for internal University administrative purposes, without the express written consent of the faculty member or under compulsion of law.

14. Application

All faculty members must abide by this Policy; however:

- (a) part-time faculty members (75% FTE or less) are not required to seek approval for major paid professional activities; and
- (b) part-time faculty members with an appointment of less than 50% are not required to file Paid Activity Reports; but
- (c) all faculty members, regardless of appointment FTE, are required to seek permission for and to report any use, other than trivial, of University resources.

15. Grievances

Any complaint by a faculty member about the application of this Policy may be raised in accordance with Article 7 of the Memorandum of Agreement between the University of Toronto Faculty Association and the Governing Council of the University of Toronto.

RECEIVED

16. Distribution

This Policy shall be distributed to each faculty member upon initial appointment.

Any complaint by a faculty member about the application of this Policy may be made in accordance with Article 7 of the Memorandum of Understanding between the University of Toronto Faculty Association and the Governing Council of the University of Toronto.

Approved by UTFA and recommended for approval by the Academic Board - June 16, 1994.

Michael G. Finlayson
 Michael G. Finlayson
 Vice-President - Human Resources

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE

UNIVERSITY OF TORONTO
230 College St., Toronto, ON, M5S 1A1
Telephone (416) 978-3089 / Facsimile (416) 971-2094

RECEIVED
JUN 12 1995
Landscape
Architecture

MEMORANDUM

TO: Professor Edward Fife, Chairman, Programme in Landscape Architecture

FROM: Anthony Eardley, Dean *AE*

DATE: June 2, 1995

RE: ANNUAL ASSESSMENTS

Although there will be no monetary award on July 1, 1995 performance reviews will be conducted and used in conjunction with the 1996 reviews for the purposes of the 1996 merit increases. In order that I may conduct performance evaluations I am requesting your assessments of faculty (see attached) by June 30, 1995.

The scale to be used is as follows:

- 0 - Below average
- 1 - Average
- 2 - Above average
- 3 - Outstanding

AE/adsb

Attachment - Please turn over.

SCHOOL OF ARCHITECTURE AND LANDSCAPE ARCHITECTURE
 UNIVERSITY OF TORONTO
 RECEIVED
 ON MS2 1A1
 Telephone (416) 978-3089 / Facsimile (416) 971-2094

AREAS OF ASSESSMENT

Name	Teaching	Research/Creative Professional Activity	Administrative Duties

Facsimile (416) 971-2094

Fri, Jul 8, 1994

Dear :

RE: FACULTY PERFORMANCE EVALUATIONS AND SALARY INCREASES FOR 1994-95

The School's salary increase proposals for 1994-95 have now been approved by the Provost.

The current agreement between the University and the Faculty Association provides for no economic increase. However, a PTR increase which is funded from pools (exclusive of 5% Provostial pool) made up of \$2,255 per full-time professorial staff member whose 1993-94 salary was less than \$88,250, and \$1,290 for those above that breakpoint; and 2.85% of salary base to Lecturers. In the interest of improving the delivery of merit and equity across departments and divisions an additional 5% PTR funds was made available to the deans of the multidisciplinary divisions for distribution to their most meritorious individuals. In the case of the single department divisions such as ours, these funds were held centrally for distribution at the Provost's discretion on the recommendation of the respective deans. This year, the School received an encouraging increase in each salary category from this pool.

As in the past, the purpose of the PTR scheme is to recognize and reward the contributions of each faculty member to the academic objectives of the School and the two professional disciplines. Thus, the increases are based upon a review of the faculty member's teaching, research, creative professional work and administrative services to the School, the University and professional organizations and related activities.

For purposes of PTR increase calculation, faculty performance was evaluated as follows:

Student evaluations of teaching performance were used to assess the faculty member's teaching effectiveness. The statistical analysis of this material is provided to this office as a score of X out of a possible score of 4 and your overall teaching score was determined from the course surveys available.

The percentage of annual effort attributed to the courses you taught has been derived from the time allocations for the various School courses incorporated in the current Complement Plan.

This teaching percentage figure was deducted from the total percentage of your appointment to produce an approximation of the time remaining to you for research and creative work and service. These areas of effort have also been evaluated separately on 4-point scales, with results in your case as follows:

.../2

Page 2
Fri, Jul 8, 1994

Courses	% Annual Effort	#Students Surveyed	Course Rating	Effort Area Rating
1. Teaching:				
Total Teaching				
2. Research and creative work:				
3. Administrative service:				
4. Total for PTR calculation:				

In consequence, I am pleased to inform you that the following recommendations have been approved for your salary increases:

FTE	Base Salary 1993/94	PTR	PTR 5% Provostial Pool	Base Salary 94/95 July 1

A histogram, showing the increases for the individuals in your PTR pool, is attached.
Yours sincerely,

Anthony Eardley
Dean
AE/adsb
Enclosure

University of Toronto

WORKING GROUP
ON
CREATIVE PROFESSIONAL ACTIVITY

- Members
- Charles H. Hollenberg, Vice Provost (Health Sciences), Chairman
 - John Britton, Department of Geography
 - J. Barry French, Engineering/School of Graduate Studies
 - Paul Gooch, Philosophy, Scarborough College
 - Ann Lancashire, English/University College
 - Katherine Packer, Faculty of Library and Information Science
 - Robert Salter, Department of Surgery/Hospital for Sick Children
 - Michael Mouritsen, Executive Assistant to the Vice Provost, Secretary

28 May 1984

28 May 1984

University of Toronto

Final ReportWorking Group on Creative Professional ActivityTerms of reference

The Working Group on Creative Professional Activity was established by the Provost in July of 1983, with the following terms of reference:

- 1) to consider the role of creative professional activity as a criterion used in assessing candidates for initial appointment to the University, and in assessing faculty members for merit increases, award of tenure, and promotion in academic rank;
- 2) to define the scope of the term in the context of the above academic personnel decisions; and
- 3) to develop principles to guide divisions in establishing detailed guidelines for the application of this criterion within a particular Department, School, College or Faculty.

Statement of the Problem

The established criteria on which faculty members are assessed for initial appointment, merit increases, tenure and promotion are:

- a) scholarly/research achievement and/or creative professional activity;
- b) quality and effectiveness in teaching; and
- c) University and professional service, including administrative contributions.

References to creative professional activity appearing in current University policies (on appointments, merit increases, tenure and promotions) have been summarized in Appendix A to this Report.

There is a fair degree of University-wide consensus on the necessity for documenting and evaluating scholarship/research, teaching and service, and the definitions of these activities are clearly articulated in current policies. The category of creative professional activity, however, is neither clearly defined nor accepted on a University-wide basis, and difficulties arise because a number of University disciplines, especially in the professional Faculties but including some in Arts and Science, find it essential to recruit and to reward faculty members with strengths and expertise in professional or clinical practice, or artistic endeavours, but who may lack the usual academic qualifications of higher degrees and publications in refereed journals.

Problems have arisen from attempts to assess such individuals according to conventional academic criteria, and widely divergent practices have developed in the absence of central, University-wide guidelines.

2

Creative professional activity, in the University's current policies, is seen as a parallel, equivalent and clearly alternative criterion to that of traditional scholarly achievement or conventional research work. Assessment of professional activity, of course, like assessment of scholarship/research, must be accompanied by assessment of the other two categories, viz, teaching and service, both of which should be documented and evaluated in the usual way. In other words, where assessment of creative professional activity is warranted by the nature of the contribution and the purpose of the appointment, professional practice is but one criterion, to be supplemented by the usual evaluation as well of teaching and of service.

It might also be appropriate, for some individuals, to evaluate both creative professional activity and research contributions, along with teaching and service. It is not assumed that creative professional activity and traditional academic scholarship are mutually exclusive, or that they cannot manifest themselves in the same individual.

Previous attempts at a definition

A number of divisions in the University have developed definitions of creative professional activity. These were reviewed in 1981 by a Decanal Committee in the Graduate School on graduate professional education, chaired by Professor E.A. McCulloch. Excerpts from the McCulloch Committee's Report, which recommended a definition of creative professional activity to guide future appointment of faculty members to the graduate school, appear in Appendix B to this Report.

Components of the definition

After careful review of previous work, and of current University policies, the Working Group identified three general headings under which creative professional activity might be classified and assessed. We have considered whether or not to weight the three components, i.e., whether the three parts of the definition should be given equal weight, or whether there should be a hierarchy, with one component having a higher value than another. This determination, in our view, should not be done at a University-wide level, but is best left to the divisions. Depending on the Divisional use for which creative professional activity is being assessed, it may well be appropriate to specify, for example, that achievement in any one component may not be sufficient, or that one component is more important than another.

Further, the Working Group feels strongly that mere competence in creative professional activity, as a whole, should never be sufficient for any of the career decisions (i.e., appointment, promotion, tenure or merit). We are aware, however, that current tenure policy permits the award of tenure for demonstrating excellence in either research or teaching, with clearly-established competence in the other category. We believe that, in the category of creative professional activity, above-average performance should be expected of a candidate at all stages of his or her career.

1) Professional Innovation/Creative Excellence

Separate definitions are appropriate for the creative and performing arts and for other professions.

a) Creative excellence in the arts, including excellence in performance, requires sustained activity which is judged excellent by peer review and establishes the artist's reputation for excellence within and outside the University. Judgement should be made with reference to appropriate criteria such as publication of creative works of literature; juried awards and prizes; invited performances, stagings and exhibitions; wide public recognition.

b) Professional innovation consists of an invention and/or development of a technical or conceptual innovation that has an influence on the practice of the profession, and that is published, publicized or otherwise recognized in a way that makes possible its evaluation by practitioners, both in the field and in University Faculties.

Timing was noted as an important variable in assessing this category of achievement. It might take much longer for a contribution in this category of creative professional activity to gain recognition, and for evidence to become available for peer review, than for a scholarly article, which reports the results of a research project, to be refereed and published.

Method of evaluation

How does professional innovation differ from conventional research accomplishment? In fundamental terms, the difference is only in the form of output, not in the method of measurement. In every case, evidence of originality, excellence and importance to the field is sought.

Whereas conventional scholarship takes the form of books, chapters in books, articles in refereed journals, invited addresses to scholarly meetings, and other published reports of research, professional innovation/creative excellence is expressed in performance, film, an exhibition or staging of a work of art, original architectural or engineering design, original clinical or therapeutic techniques, introduction of an original concept in approaching a professional problem, etc.

These examples of work, of course, require assessment, and as with conventional scholarship, these assessments should be solicited from one's peers, with stature, outside the University, in addition to internal collegial review.

It should be stressed that creative professional activity and scholarly research are not considered to be mutually exclusive, and, indeed, that publications and addresses to conferences or professional meetings would often form a part of a candidate's original contributions.

2) Exemplary Professional Practice

Exemplary practice is that which is fit to be emulated; illustrative to students and peers; practice which establishes the professional as an exemplar, or role-model, for his or her profession; a practice showing the individual to be a professional whose behaviour, style, ethics, standards, and method of practice are such that students, clients, and peers should be exposed to them and encouraged to emulate them.

Method of Evaluation

How is one recognized as a role-model? The best source of evidence would be letters of appraisal from peers including colleagues inside the University but particularly from those outside the University; and also from former and present students, clients (if appropriate) and members of other professions who interact with the candidate. Such assessments should be specific in nature, and should be solicited from a number of individuals selected by both the candidate and the reviewing body or individual. Referees should be asked to apply the above definition in drafting their appraisals. It is also important that the stature and status of the appraisers be indicated, along with the nature and duration of their professional association with the candidate, because the weight given an assessment of exemplary practice will depend to a considerable degree on the professional reputation of the appraiser, and his/her relationship with the candidate.

3) Contributions to the Development of Professional Practice

In this category, as in the others, demonstration of innovation and exemplary practice would be expected, but in the form of leadership in the profession or in professional societies, associations, or organizations, that has influenced standards and/or enhanced the effectiveness of the discipline. Such leadership or professional development might manifest itself in many ways: contributions to public policy, or to the changing of professional certification, the authorship or editorship of studies or reports for government bodies, the founding or re-organization of a professional society or association with a resultant impact on professional practice or delivery of service.

Membership and the holding of office in professional associations is not, in and of itself, considered evidence of creative professional activity. Sustained leadership, as defined above, and setting of standards for the profession, are the principal criteria to be evaluated. Again, both internal and external assessment should be sought.

Use of Creative Professional Activity as a Criterion in Decisions

The objective in developing University-wide guidelines for the assessment of creative professional activity is to encourage consistency in the application of this criterion, but it is assumed that the forms of activity will vary at different stages in an individual's career.

For example, for initial appointment to the University, professional qualifications and assurance of unusual and above-average professional competence (i.e. exemplary professional practice) would be major considerations; expectation of professional innovation and standard-setting or of innovative innovative contributions to developments in professional practice, would be premature for a junior appointee. Potential for, or future promise of, such innovation/creativity, should, however, be taken into consideration. For assessment by the Chairman or Dean for annual merit increments, all aspects of creative professional activity, along with teaching and service, must be considered, and as a faculty member progresses through his or her career there would be an expectation of a growing body of such work to be evaluated.

In evaluation of candidates for the three-year tenure review, the final tenure review, and promotion in rank, all of the components of creative professional activity should be assessed. With respect to the tenure decision: just as Reading Committees are required for traditional scholarship, similar committees could be struck to assess creative professional activities and could report to the Tenure Committee in the same manner as the Reading Committee and the Teaching Committee.

Finally, it is our view that creative professional activity is an appropriate category for assessment for faculty members in both the professorial and tutor streams.

Recommendations

1. That the University delegate to divisions the responsibility for developing specific criteria and documentation requirements consistent with the University-wide definition for use whenever creative professional activity is assessed, viz, initial appointment to the University, awarding merit increments to salary, three-year probationary review in the tenure-stream, Tenure Review, appointment to the Graduate Faculty and promotion in academic rank;
2. That divisions be requested to report such guidelines to the Vice-President and Provost.

APPENDIX A

EXCERPTS FROM CURRENT POLICIES ON APPOINTMENT, MERIT PAY, TENURE AND PROMOTION, AND APPOINTMENT TO THE GRADUATE SCHOOL

1. Initial appointment to University

(From: Policy and Procedures on Academic Appointments)

- Assistant Professor rank normal starting point; to qualify for appointment, candidate should be required to show evidence of his or her ability to undertake independent scholarly activity, such as the successful completion of a doctoral programme or other scholarly or professional work regarded by the division or department as equivalent; a candidate who does not so qualify might be appointed lecturer

- no specific information on evidence to be considered

2. Award of P.T.R.

(From: Memorandum to Principals, Deans and Directors, from Provost, May 12, 1983, and earlier Instruction re Salary Calculations)

- contribution to be carefully assessed (by Chairman) based on scholarship, teaching, and service to the University

- distribution based on performance

- same specific criteria as in Procedures for promotion, with explicit mention of creative professional achievement

- criteria lifted verbatim from promotions criteria

3. Awarding Tenure

(From Policy and Procedures on Academic Appointments)

(a) Three-year probationary review:

- procedures should be flexibly designed by each division with the aim of eliciting and considering all possible relevant information; should not be rigidly defined for University

- appointee should be asked to submit an account of research or creative professional activity which has been completed or undertaken since the time of initial appointment; however, lack of substantial achievement in this area since appointment should not, in itself, be a cause for non-renewal

(b) Tenure Review:

- tenured appointments should be granted on the basis of three essential criteria: achievement in research and creative professional work, effectiveness in teaching, and clear promise of future intellectual and professional development

- research or creative professional work evidenced primarily by published work in the candidate's discipline; include books, monographs, articles, reviews and, where appropriate, works of art, or scholarly research expressed in media other than print; may also be evidenced by other types of creative or professional work, including community service, where such work is comparable in level and intellectual calibre with scholarly production and relates directly to the candidate's academic discipline. Research also encompasses unpublished writings, and work in progress. In some exceptional cases, weight should be given to "unwritten scholarship" of type displayed in public lectures, formal colloquia, informal academic discussions

- evidence: copies of completed work should be given, or in the case of non-written work, made known in appropriate form, to the Chairman who should arrange for its assessment by specialists in the candidate's field; internal assessments required from reading or other special committees

4. Promotion in Academic Rank

(From Policy and Procedures on Governing Promotions)

- promotion to Professor and Associate Professor (with a lesser level of accomplishment expected of Associate Professor): greatest weight to be given to scholarly achievement or, where appropriate, creative professional work, and to high-quality teaching

- scholarly activities to be considered include research work and certain kinds of creative professional activity; research communicated through books, articles, papers, reviews, and other scholarly works; creative work in professional and artistic fields may be expressed in other ways: may include, e.g., original architectural or engineering design, important artistic contributions, and original techniques in clinical or professional areas; in every case, evidence of originality and importance to the field is sought

- list of candidate's scholarly and/or c.p.a.: books, articles, reviews, chapters in books, research papers, including work published, in press, submitted for publication, completed but not yet published, and in progress. It should also include such scholarly or creative professional work as the presentation of papers at meetings and symposia, original architectural, artistic or engineering design, or distinguished contributions to the arts or in professional areas

4. Appointment to Graduate School

(From: Appointment and Cross-Appointments to the Graduate Faculty)

- criteria for membership in School:

1) PhD or comparable academic qualifications, e.g., where appropriate, professional achievement that can be justified as the equivalent of doctoral scholarship;

2) Evidence of continuing scholarship, or where appropriate, creative professional activity, as indicated by scholarly publications, or creative professional activity or equivalent standards

- Associate Member - Limited Term:

- length of appointment would range from one to five years, initial appointment 1 year

- professional and other Faculties could use this category for research associates or practitioners who have special qualifications and achievements required to teach specific courses.

APPENDIX BEXCERPTS FROM THE REPORT OF THE DECANAL COMMITTEE ON
GRADUATE PROFESSIONAL EDUCATION

Revised April 1981

Creative Professional Achievement

The Committee spent some time in considering the Criteria of creative professional achievement and the methods by which such criteria might be met . . .

The Committee agreed upon the following:

- 1) Exemplary practice as evidenced by references from colleagues and former students.
- 2) Innovation in practice as evidenced by publications of a general nature, perhaps including newspaper references, and at least an on-going assessment of practice results. Professional scholarship, in the form of publications in refereed journals, books that are widely used or invited lectures to professional societies, may be considered evidence of innovation in practice.
- 3) Peer acknowledgment at a superior level; membership on important advisory bodies.
- 4) Public impact as evidenced by references from senior level consumers." (p.8)

"Two general methods are available for establishing the four criteria. First, the value of references is indicated in the descriptions of the criteria. It is important that these references come from appropriate people usually from outside the University. While a variety of different letters requesting references might be used depending on the circumstances, the letters should be sufficiently specific to elicit responses that go beyond a brief comment affirming the individual's competence. Statements from colleagues made without solicitation may provide very significant evidence of creative professional achievement.

"The criteria are capable of being supported by tangible evidence; for example, innovation in practice might be demonstrated by showing how a professional had changed a delivery system. Consultation by colleagues, the hallmark of peer acknowledgment, is readily demonstrated by membership on advisory bodies and authorship of reports of such bodies. Similarly, it might be possible to document the consequence of a professional's advice to a major governmental or private agency." (p.9)

"The S.G.S. committee concluded by proposing four formal recommendations to guide future discussion of the subject:

Recommendations

- "2) That the scholarly community acknowledge that research, teaching and service require creativity, imagination, ingenuity, persistence and rigor, whether they address fundamental, applied or evaluative issues.

- 3) That differentiation of research, teaching and service activities within academic units be accepted. That professional programmes and academic programmes differ only in emphasis. The former has as its major goal activities with public impact; the major goal of the latter is expansion of knowledge through research.
- 4) That the obligation to challenge and assess the knowledge base be accepted regardless of programme differentiation.
- 5) That each graduate academic unit formulate criteria for creative professional achievement, using those proposed by the committee as guidelines."

3) That dissemination of research, teaching and service activities within academic units be encouraged. The professional programs and academic programs differ only in emphasis. The former has as its major goal activities which public report; the latter has as its major goal activities which are reported through research.

4) That the obligation to disseminate research, teaching and service activities be recognized as a primary responsibility of all faculty members.

5) That each faculty member be encouraged to participate in creative professional achievement, using those resources which are available.

6) That each faculty member be encouraged to participate in professional development activities.

7) That each faculty member be encouraged to participate in continuing education activities.

8) That each faculty member be encouraged to participate in community service activities.

9) That each faculty member be encouraged to participate in public service activities.

10) That each faculty member be encouraged to participate in leadership activities.

11) That each faculty member be encouraged to participate in administrative activities.

12) That each faculty member be encouraged to participate in institutional activities.

13) That each faculty member be encouraged to participate in university-wide activities.

14) That each faculty member be encouraged to participate in national and international activities.

15) That each faculty member be encouraged to participate in global activities.

THE UNIVERSITY OF TEXAS AT ARLINGTON

Name: _____

Social Security Number: _____

Date: _____

1. Deliver effective lectures and leads through open seminars. Treats colleagues and staff, suggests their ideas and contributions thoughtfully and sincerely. (also see item 2)

2. Listens to and genuinely explores student ideas.

3. Writes proposals, essays, correspondence and other materials in an understandable, concise and grammatically correct style. Invites criticism and views and maintains an open-minded attitude.

4. Effectively summarizes complex issues.

5. Supports the organization by providing timely information and guidance.

6. Resolves issues directly and tactfully with others.

7. Treats colleagues and staff, suggests their ideas and contributions thoughtfully and sincerely. (also see item 1)

8. Invites criticism and views and maintains an open-minded attitude.

9. Writes proposals, essays, correspondence and other materials in an understandable, concise and grammatically correct style.

10. Supports the organization by providing timely information and guidance.

11. Effectively summarizes complex issues.

12. Listens to and genuinely explores student ideas.

13. Delivers effective lectures and leads through open seminars. Treats colleagues and staff, suggests their ideas and contributions thoughtfully and sincerely. (also see item 2)

University of Texas at Arlington

**Annual Personnel Evaluation Form
Program in Landscape Architecture
The University of Texas at Arlington**

Name: _____

Social Security Number: _____

Date: _____

Rate each statement with a 1 being the lowest performance score and a 5 being the highest. Please circle the appropriate number. Space provided below each statement is for elaboration, explanation or examples supporting your own scoring.

TEACHING COMPETENCY

1. Delivers effective lectures and leads thorough, open seminars. 1 2 3 4 5

2. Listens to and genuinely explores student ideas. 1 2 3 4 5

3. Writes proposals, syllabi, correspondence and other materials in an understandable, concise and grammatically correct style. 1 2 3 4 5

4. Effectively summarizes complex issues. 1 2 3 4 5

5. Follows syllabi or course outlines and otherwise keeps students informed regarding course aims and direction. 1 2 3 4 5

6. Demonstrates a willingness to serve on standing or ad hoc committees. 1 2 3 4 5
6. Seeks review by colleagues and others regarding proposals, papers, presentations and other written materials. 1 2 3 4 5

7. Detects and adequately synthesizes the important trends affecting the program, school and university. 1 2 3 4 5
7. Treats colleagues, staff and students respectfully with timely, authentic and forthright communications (written and oral). 1 2 3 4 5

8. Gathers, studies and considers others' perspectives, agendas and ideas. 1 2 3 4 5
8. Resolves issues directly and tactfully with others. 1 2 3 4 5

9. Makes personal sacrifices for the institution's benefit. 1 2 3 4 5
9. Invites criticism and review of classroom materials and presentations. 1 2 3 4 5

10. Maintains office hours and remains accessible to constituents. 1 2 3 4 5
10. Supports the organization vertically by providing timely information. 1 2 3 4 5

11. Requires appropriate and adequate texts and outside readings. 1 2 3 4 5

12. Makes a concerted effort to balance course content and requirements with course credits. 1 2 3 4 5

INSTITUTIONAL RESPONSIBILITY

1. Supports decisions, once made, of program, school and university administration. 1 2 3 4 5

2. Contributes to program goal setting and maintains a vision of the program's future. 1 2 3 4 5

3. Contributes more than minimum requirements of position. 1 2 3 4 5

4. Displays ingenuity in solving problems when resources are inadequate. 1 2 3 4 5

5. Consistently exerts a high level of effort. 1 2 3 4 5

6. Demonstrates a willingness to serve on standing or ad hoc committees, or a willingness to contribute extra work when asked. 1 2 3 4 5

7. Detects and adequately synthesizes the important trends affecting the program, school and university. 1 2 3 4 5

8. Gathers, studies and considers other's perspectives, agendas and ideas. 1 2 3 4 5

9. Makes personal sacrifices for the institution's benefits. 1 2 3 4 5

10. Maintains office hours and remains accessible to constituents. 1 2 3 4 5

EXTERNAL CONNECTEDNESS

1. Aggressively seeks ways of self-improvement (advanced course work, CEU's, conferences, registration/licensure and the like.) 1 2 3 4 5

2. Maintains personal contact with adjuncts, advisors, practitioners and others who affect the field of landscape architecture. 1 2 3 4 5

3. Maintains membership and activities with appropriate professional organizations. 1 2 3 4 5

4. Stays current with agencies, foundations and other entities which support research and program-related grants. 1 2 3 4 5

5. Consistently submits works for publication, funding, exhibition and other outside recognition. 1 2 3 4 5

6. Promotes the general welfare of the program, school and university to outside constituents. 1 2 3 4 5

**Annual Personnel Evaluation Form
Program in Landscape Architecture**

Signature of Faculty Member Date

Signature of Program Director Date

Note: Signatures mean only that signees have completed their respective portions of the evaluation form. Signatures do not necessarily note agreement with final evaluations.

Instructor and Course Evaluations

The purpose of the following questionnaire is to evaluate both the quality of instruction and the course content in the Graduate Landscape Architecture Program. The faculty will use the information gained to improve instruction techniques and methods, course content, and overall program quality. The instructor will see only a summary of the results, and that will take place after the semester's grades have been submitted. You are not required to give your identity. Your written comments on the bottom and back of page 2 are strongly encouraged.

Date _____ Class Name _____
Class Number _____ Instructor _____
How many semesters have you been in the program? _____

Please answer questions 1 and 2 using the following scale. Circle the category that applies to the question.

1 - Very Poor 2 - Poor 3 - Satisfactory 4 - Very Good 5 - Excellent

- Please rate the instructor's overall teaching/studio performance.
1 - Very Poor 2 - Poor 3 - Satisfactory 4 - Very Good 5 - Excellent
- Please rate the overall course content as a learning experience.
1 - Very Poor 2 - Poor 3 - Satisfactory 4 - Very Good 5 - Excellent

For statements 3 - 13, please use the following scale to evaluate the statement. Please circle only one.

1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree

- The course syllabus clearly defined the course objectives, outlined grading procedures, was informative, and helped me to manage my schedule throughout the semester.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- The instructor followed the syllabus closely, or gave sufficient notice of changes to the students so that they could adjust.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- In this course or studio, I was encouraged or required to complete research outside the course meeting times.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- The required texts were suitable resources and contributed to my understanding of the course content.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- The instructor was on time, organized and prepared for all class meetings.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- Lectures, presentations, or critiques were appropriate and useful in understanding the course content.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree

- The course content of this particular class fits well with the overall graduate program in landscape architecture.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- The instructor gave assignments that were clearly stated and scheduled sufficient time for those course projects and assignments to be completed.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- Students were allowed to freely express questions, opinions and an open dialogue was welcomed by the instructor.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- This course has significantly expanded my knowledge of the discipline of landscape architecture.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- Due to the content of this course, I have undertaken additional readings and/or projects.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- Assignments were graded fairly and objectively.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree
- This course provided an appropriate degree of challenge.
1 - Strongly Disagree 2 - Disagree 3 - Unsure 4 - Agree 5 - Strongly Agree

For statement 15, please use the following scale to evaluate the statement.

1 - Never 2 - Seldom 3 - Occasionally 4 - Frequently 5 - Always

- I attended this class/lecture/studio:
1 - Never 2 - Seldom 3 - Occasionally 4 - Frequently 5 - Always

Please provide written comments below and on the back of this page. Written comments are retyped in confidence and then presented to the faculty member. Therefore, original handwriting is not seen by the faculty.

1. The course content of this semester class is well within the overall program in landscape architecture.

2. The instructor has assigned work that is clearly stated and scheduled sufficiently in advance for the student to prepare adequately for the course.

3. Students were allowed to freely express questions, opinions and their own designs.

4. This course has significantly expanded my knowledge of the discipline of landscape architecture.

5. The instructor has provided an appropriate degree of challenge.

6. Assignments were graded fairly and objectively.

7. The instructor has provided an appropriate degree of challenge.

8. For statement 1, please use the following scale to evaluate the statement:

9. I attended this class with the following motivation:

10. Please provide your own comments below and on the back of this page. When comments are typed in outline and then presented to the faculty member, feedback will be provided in a separate envelope and not seen by the faculty member.

11. The course content of this semester class is well within the overall program in landscape architecture.

12. The instructor has assigned work that is clearly stated and scheduled sufficiently in advance for the student to prepare adequately for the course.

13. Students were allowed to freely express questions, opinions and their own designs.

14. This course has significantly expanded my knowledge of the discipline of landscape architecture.

15. The instructor has provided an appropriate degree of challenge.

16. Assignments were graded fairly and objectively.

17. The instructor has provided an appropriate degree of challenge.

18. For statement 1, please use the following scale to evaluate the statement:

19. I attended this class with the following motivation:

20. Please provide your own comments below and on the back of this page. When comments are typed in outline and then presented to the faculty member, feedback will be provided in a separate envelope and not seen by the faculty member.

UTAH STATE UNIVERSITY
 RICHARD S. YOUTH
 PROFESSOR & HEAD

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
 DEPARTMENT OF LANDSCAPE ARCHITECTURE AND ENVIRONMENTAL PLANNING
 LOGAN UTAH 84302-1000

1. Do students evaluate faculty members?

2. What do they evaluate and what criteria do they use?

3. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

4. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

5. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

6. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

7. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

8. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

9. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

10. Do they use a standardized form or other formal instrument? (If so, could you please include a sample copy with your reply?)

Guidelines for Tenure and Promotion

College of Humanities, Arts and Social Sciences

1. Do administrators evaluate individual faculty members at your University?

2. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

3. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

4. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

5. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

6. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

7. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

8. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

9. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

10. Do they use a standardized form or other formal instrument? (If so, could you please include a copy with your reply?)

Utah State University

QUESTIONNAIRE
FACULTY EVALUATION AND REVIEW PROCEDURES

1. Do administrators evaluate individual faculty members at your University?

Yes

a. What criteria do they use in this evaluation?

Same as P/T committee with emphasis on national recognition

b. Do they use a standardized form or other formal instrument?
(If so, could you please include a copy with your reply?)

c. To whom is this information is distributed?

- to the faculty member?
- to other faculty members?
- to students?
- to other administrators in the University? If so, to whom?

2. Do faculty members engage in peer review of other faculty members?

Yes

a. What criteria do they use in such an evaluation?

See attached

b. Do they use a standardized form or format?
(If so, could you please include a sample copy with your reply?)

c. What is the disposition or distribution of this information?

- to the faculty member?
- to the program administrator?
- to other faculty members?
- to school or university administrators?

3. Do students evaluate faculty members?

a. What do they evaluate and what criteria do they use?

University course evaluation forms (see attached)

b. Do they use a standardized form or format in doing this?
(If they use a standard form, could you enclose a copy of it with your reply?)

c. What is the disposition or distribution of this?

- to other students?
- placed in the library?
- to the faculty member?
- to other faculty members?
- to the administration?

UTAH
STATE
UNIVERSITY

RICHARD E. TOTH
PROFESSOR & HEAD

COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES
DEPARTMENT OF LANDSCAPE ARCHITECTURE AND
ENVIRONMENTAL PLANNING
LOGAN, UTAH 84322-4005

Guidelines for Tenure and Promotion

College of Humanities, Arts and Social Sciences

Utah State University

September 1984

These guidelines may be amended or revised to reflect changes in national standards in disciplines. Faculty of the College will be given notice of substantive or procedural changes.

Introduction

The college of Humanities, Arts and Social Sciences aspires to the highest levels of excellence in the performance of its missions in teaching, research, creative productivity and service. Excellence, however, is achieved only through rigorous review of faculty and academic programs of the College. To assure excellence, the academic departments must recruit highly qualified faculty and monitor their records of teaching and professional development.

In recent years, the Dean of the College of H.A.S.S. established an internal college committee to develop guidelines for tenure and promotion review of faculty. Because of the diversity of academic disciplines represented in the College, the committee established guidelines for four broad categories of disciplines or professional fields found within the departments of the College. The purposes for establishing these guidelines were: (1) to promote a greater consistency, and consistent application, in making recommendations for tenure and/or promotion by providing guidelines to the candidates and review committees, and (2) to strengthen the recommendations and professional judgments of the tenure/promotion committees based on the candidate's achievements of departmental and College expectations. Basically, these guidelines are established to assure fairness for the faculty member seeking tenure and/or promotion but also to further promote rigorous criteria leading to departmental and College excellence.

A faculty member seeking tenure and/or promotion in rank should consult with the department head and/or dean to clarify procedural or substantive issues not clearly understood by the candidate.

Written Role Statements: The faculty role statement is one of the critical processes established to assure professional development and congruence with departmental goals and objectives. Faculty are employed for their professional expertise and are provided considerable professional latitude in defining personal goals in a departmental context. However, during the probationary period, the written role statement is critical to evaluation and review processes. The faculty member is responsible for defining his/her objectives on an annual basis which should be discussed and approved by the department head. The department head may also make recommendations to the faculty member concerning departmental performance expectations. The College also recognizes that the annual role statement is limited and perhaps does not reflect the broader range of teaching, research, or service functions the department perceives for faculty members during probation as he/she matures within the departmental and University context. This may include broader instructional responsibilities and professional development which are demonstrated over a period of years.

An approved role statement is required of all faculty under College policy for tenured or non-tenured personnel. Annual review of professional goals and objectives with the department head provides continuing dialogue concerning departmental expectations and performance standards requisite for advancement and evaluation of how well a faculty member's professional goals are being met. Above all, the faculty role statements should present some achievable goals and objectives supportive to departmental and college missions.

Tenure and Promotion Committees: Tenure and Promotion Committees are vital to the College and University processes in recommending tenure and/or promotion in rank. Tenure and/or Promotion Committees are constituted for each faculty member to review the faculty member's professional role and to provide professional judgments regarding the faculty member's performance of that role. In making judgments, these committees refer to the established departmental and College guidelines for tenure and promotion. This rigorous application of departmental and College guidelines by the Tenure and/or Promotion Committees strengthens the recommendations for action submitted to the Dean by the committees and department heads.

Role of the Department Head: The department head plays a vital role in the tenure/promotion processes. First, the department head works with the candidate to define his/her role statement

which fits departmental and college missions. Second, the department head receives the recommendations of the tenure and promotion committees, completes an evaluation of the candidate, and provides to the Dean independent professional judgment concerning the candidate's achievement of his/her role and continued professional development. The department head should assist the candidate throughout the processes leading to tenure and/or promotion, especially in reviewing and recommending appropriate documentation of professional development to better assure the candidate an accurate, complete and convincing presentation of activities relevant to decision-making.

Role of the Dean: The Dean is the principal academic administrator for the College who reviews the recommendations of the Tenure/Promotion Committees and the department heads. The Dean must also make professional judgments and recommendations to the University administration concerning the candidate's performance, especially on the professional achievements in relation to other candidates. These guidelines provide a consistent basis for judgments reflecting divisional and departmental criteria. Furthermore, the employment of rigorous review processes based on performance expectations provides a substantial basis for consistently applied recommendations to the University administration and Institutional Council. In the College, the Dean is assisted by an approved Tenure/Promotion Committee in the evaluation of candidates.

College/Departmental Guidelines and the Relationship to the Faculty Code

The Faculty Code provides generic procedures and substance for the awarding of tenure and/or promotion university-wide. However, the College of Humanities, Arts and Social Sciences seeks to provide faculty members more specific guidelines to outline professional expectations of departments regarding tenure and/or promotion. These guidelines provide substantive and consistent criteria for professional evaluation and recommendation, and conform to the more generalized policies described in the University Code of Policies and Procedures.

The College recognizes four broad categories of disciplines within its departments and acknowledges specific differences in the nature of preparation and service within each. These divisions are:

- | | | | |
|---------------------------------------|--|--|---|
| 1) The Social Sciences
to include: | Anthropology
Geography
History
Political Science
Sociology
Speech Communication | 3) The Arts
to include: | Music
Theatre
Visual Arts |
| 2) The Humanities
to include: | American Studies
English
Languages
Philosophy | 4) The Professional
Fields
to include: | Broadcasting
Journalism
Landscape Architecture and
Environmental Planning
Social Work |

General College Policies

Basic guidelines shall apply to all disciplines within the College for both tenure and promotion to a professional level, including the possession of a terminal degree and high levels of faculty performance. The specific definition of terminal degrees in various disciplines may vary as may the appropriate activities upon which judgments are made, but in all cases, faculty excellence is a determining qualification.

General Statement for Professional Programs

September 1984

The committee on professional programs in the College of Humanities, Arts and Social Sciences concurs with the general statement on college standards for promotion and tenure as previously stated. The programs represented by individual members on the committee are: journalism and broadcasting, landscape architecture and environmental planning and social work.

- I. In general, professional programs vary considerably from other more conventional university-wide degree programs with respect to both their curriculum requirements and the background of their faculty. Briefly, the differences are:
 - A. To develop the intellectual base and technical proficiencies of their students with respect to the future practice of the discipline.
 - B. To engage in providing professional services to both the public and private sectors of society by way of their academic and professional activities.
 - C. To expand and extend the base of knowledge of the discipline through practice or research with respect to both current and future issues confronting it.

In addition, there are several factors which significantly influence professional education. These conditions operate under the aegis of the professional associations under which most programs have to construct and monitor both curriculum and faculty activities.

A professional is an individual designated, usually by law, as a person considered to be a master of a body of advanced knowledge, with respect to a given profession, including the technical skills and experience necessary to competently practice the specified discipline. In many professional disciplines, this competency is determined by professional and/or state licensing or certification. As a consequence of this activity, some professional programs, including the qualifications of their faculty, are held accountable to their professional associations via the process of programs accreditation and/or certification. In addition, all programs are reviewed on a regular basis every seven years through the university program review.

- II. It is the responsibility of the tenure/promotion committees to make professional judgments concerning the guidelines for tenure/promotion and to attest to the validity and substance of the achievements and contributions of the candidate. The following factors are relevant in establishing the criteria:
 - A. There is agreement with existing University policy and criteria with respect to the granting of tenure.
 - B. Promotion to professional ranks shall be made on the basis of merit, not seniority.
 - C. All tenure appointments shall require a terminal degree in the discipline and a minimum period of professional activities specified by individual programs.

D. Non-tenure appointments shall require, as a minimum, a bachelors degree in the discipline; however, a professional masters is preferred.

E. A category of exceptional appointments shall exist for individuals who have demonstrated through their professional activities a level of national or international recognition. At the time that appointments have been approved, individuals in this category will have access to full promotion and tenure considerations offered by the University (includes items A, B, C and D, above).

III. Criteria for appointment or promotion is to be based on the three areas:

A. Teaching: Satisfactory teaching involves the clear transmittal of relevant knowledge and is based on sound scholarship, continued intellectual growth, the ability to communicate effectively, sympathetic concerns for students as individuals, and academic integrity.

B. Contributions to the discipline: Acceptable indication of the contributions to the discipline may include creative research/practice, which advances knowledge as evidenced by the production and publication of books, audio or visual aids, computer programs, papers and articles and public presentations of scholarly material. Also, the successful preparation of proposals for funding for scholarly and pedagogical studies are considered to be viable contributions.

C. Service to the institution and community: Significant service includes participation and demonstrative leadership in bona fide professional societies, administration contributions to the institution, membership on University, College and departmental committees and professional consultation to civic organizations and public agencies, wherein the individual's professional knowledge and skills are employed.

IV. Should the candidate's role be sharply restricted to only one mission of the University, the documentation and evaluation should signify a truly major impact of the candidate's contribution beyond the University community. If in teaching there should be recognition that his/her pedagogical talents have influence beyond the immediate USU community, if in contribution to the discipline there should be significant impression of his/her work and ideas on his/her colleagues in the field, and if in service to the institution and community the influence of his/her contribution should reach beyond his immediate clients.

Although not all candidates can be expected to have equal levels of commitments or equal responsibilities in each of the three areas outlined, a high level of general confidence is expected in recognition of the need for flexibility in the future establishment of priorities in the various programs. Beyond that basic foundation, decisions should be specifically influenced by professional judgments of genuine excellence.

GUIDELINES FOR APPOINTMENT AND PROMOTION TO ACADEMIC RANKS

Department of Landscape Architecture and Environmental Planning
Utah State University

I. The Department of Landscape Architecture and Environmental Planning is in agreement with the general statement of Professional Programs within the College of Humanities, Arts and Social Sciences. Consequently, this document is presented as an addendum to the general statement on professional programs in order to elaborate on specific criteria for appointments or promotions to professional ranks in the department.

II. Outside Reviews: Required during years of tenure and or promotion consideration or for candidates requesting early promotion or tenure consideration or possibly during the third year of service if requested by the candidate or the candidates committee.

A. The candidate will produce a list of 10 academic practioners and 5 professional practioners. The Promotion and Tenure committee will then select 2 academic and 1 professional practioner as reviewers.

B. The following materials will be sent to the 3 outside reviewers.

1. Cover letter introducing the candidate and candidates role in department - candidate approved.
2. Candidates role statement
3. Candidates curriculum vitae
4. Portfolio - on all projects done as a collaborative effort the candidate would identify his/her specific responsibilities on the project. Projects completed prior to service at Utah State University would be clearly identified.
5. Publications, papers, scholarly reviews produced by the candidate.
6. Slides of student work (if applicable)
7. Course Syllabi
8. Course Evaluations
9. Other materials of the candidate's choice

C. Reviewers will be provided with Department, College, and University Criteria for Promotion & Tenure in addition to materials noted above. Reviewers will be paid for their services.

III. Criteria for appointment or promotion to assistant professor:

A. The terminal degree (MLA) is a standard qualification for the candidate. In exceptional cases, this criterion may be regarded as having been provisionally met

if the candidate has completed all requirements for the degree but that the degree has not yet been conferred. If the degree is not in hand, the candidates file is to include letters from responsible dissertation director and from the graduate dean indicating that all requirements for the degree have been met and that awarding has been scheduled.

- B. Evidence must be provided to indicate that the candidate has clear potential for teaching excellence. This evidence may include data obtained from previous teaching experience, student evaluations if applicable, or a lecture presentation to demonstrate teaching potential.
- C. The candidate must have 1-2 years experience in teaching as instructor or lecturer.
- D. The candidate's academic or publication record must display promise of significant research/practice contributions to the discipline. Work toward a PHd Degree or Masters Degree in a related field will be considered as evidence of academic promise.
- E. The candidate's character and record must demonstrate proclivity toward and potential for significant contributions to the department and institution.

IV. Criteria for appointment or promotion to associate professor:

- A. The terminal degree is a standard qualification for the candidate.
- B. The candidate must have a record of teaching excellence.
- C. The candidate must have 3-5 years experience in teaching as assistant professor.
- D. Acceptable contributions to the discipline may be evidenced by a substantial contribution in four or more of the following:
 - 1. Evidence of creative work in research or practice.
 - 2. Evidence of major responsibility for published books, audio/visual materials, computer software, workshops, or symposium that have acceptance within the intermountain region. These items can be demonstrated by use in classes, research, or peer reviews.
 - 3. Publications of articles and/or materials related to planning and design in established professional journals.
 - 4. Writing of successful grant proposals.
 - 5. Representation as a principal participant, including papers presented, at regional and state meetings.
 - 6. Refereeing journal articles, grant proposals, scholarship awards, etc. for external agencies, published book reviews in established journals or refereed book manuscripts.

7. Attainment of a PHd Degree or Masters Degree in a related field.

8. Significant contribution to the university, college or department in terms of curriculum revisions, academic planning and other activities related to recommendations for improvement from recent accreditation reports. It should be clearly understood that the material in this category should represent exceptional contributions.

E. Acceptable evidence of service to the institution and community in two or more of the following:

- 1. Documentation of significant contributions to private and/or public agencies.
- 2. Documentation of significant contributions within the Environmental Field Service Program.
- 3. Participation and demonstrated leadership in bona fide professional societies related to the discipline.
- 4. Professional consultation to civic organizations and public agencies wherein the individual's professional knowledge and skills are employed.

V. Criteria for appointment or promotion to professor:

- A. The candidate must hold a terminal degree.
- B. The candidate must have a record of teaching excellence.
- C. The candidate must have 5-7 years experience in teaching as associate professor.
- D. Acceptable contributions to the discipline must be evidenced by two or more of the following:
 - 1. A body of creative work in research or practice that has received public and/or peer recognition of acceptance outside of the intermountain region.
 - 2. A body of published articles, works in planning and design and major presentations at regional, national and international conferences. This evidence may include invited speeches and papers, etc., that are comparable in scope and distinction to a book, monograph, film, etc. which has acceptance outside the intermountain region; or
 - 3. Published books, monographs, planning and design projects, audio visual materials, computer software programs that have distinction and acceptance outside of the intermountain region.

- E. Additionally, the external recognition of the candidates contribution must be evidenced by three of the following:
1. Regionally or nationally recognized awards.
 2. Nationally recognized honors or membership in national honor societies which have competitive entrance requirements.
 3. Nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, etc.
 4. Letters of recommendation from respected scholars in the candidates area of speciality.
- F. Acceptable contributions to the institution and community may be evidenced by documented distinguished participation or leadership in appropriate professional and civic organizations wherein the individuals professional knowledge and skills are employed.

Revised - September 15, 1989

ANNUAL ACTIVITY/TIME SURVEY
DEPARTMENT OF LANDSCAPE ARCHITECTURE AND ENVIRONMENTAL PLANNING
UTAH STATE UNIVERSITY

INTRODUCTION:

This document contains three sections. Section One briefly describes the various categories of teaching and program activities in the Department. Section Two consists of a conversion schedule which lists the activities and converts them to real time. Real time is defined as the total number of hours related to the execution of an activity as opposed to the exclusive use of credit or contact hours. Section Three is a worksheet which contains the notation of activities and three columns representing the full academic year: Fall, Winter, Spring quarters. It is this section that each faculty member is asked to complete, utilizing the conversion schedule in Section Two. This section is then used to assist in the formation of the faculty member's annual role statement.

The conversion schedule which follows in Section Two is an instrument to adjust a full range of teaching and program assignments to real time for the evaluation of individual faculty commitments. The schedule provides two important functions: 1) It establishes for the individual faculty member the accountability of time to his or her University contract with respect to services rendered, and 2) it allows the Department head to analyze and determine equity with respect to each faculty member's time and energy commitment when compared to other colleagues in the Department. It should be clear that the schedule cannot measure faculty productivity, excellence, or creativity. What is important, however, is that the conversion of an activity to real time remains consistent in its application with respect to the hours allocated for each faculty member.

SECTION ONE: DESCRIPTION OF ACTIVITIES

Instruction

List all courses assigned to you for this year under the appropriate category on the schedule which includes design studios, technical studios, lectures, seminars, tutorials, directed studies, thesis committees & independent readings, field service projects, extension & continuing education, and unscheduled teaching. Each of these class assignments has, where appropriate, the requisite time for studio critiques, studio lecturing, recitation, preparation and grading. Unscheduled teaching includes attending design juries, guest lecturing in other courses, and/or participating in other seminars and workshops within the Department or University. Extension or continuing education courses show no time allotted because they are extra-contractual and take place outside of the normal professional work week.

Department and Program

Faculty Meetings. Faculty meetings include the one hour per week for staff meetings and also includes within it responsibilities of writing and answering correspondence, and other general office activities.

Department Assignments. Department assignments include library acquisitions and liason; space, facilities, and equipment; faculty representative for the ASLA student chapter or national honor society; Department field trip; etc.

Undergraduate or Graduate Program Coordinator. The Undergraduate or Graduate Program Coordinator is specifically responsible for monitoring course changes and other academic/student problems which may emanate from either program. The coordinators are also responsible for recruiting, advising, and escorting prospective student, parents, and other guests interested in those programs. This would include all appropriate correspondence and interviewing with prospective

individuals. The program coordinators also assist the Department Head in the preparation of annual interim accreditation reports. The graduate program coordinator is responsible for the advising of all graduate students until such time that they have identified a major professor.

Undergraduate Academic Advising. Each faculty member in the Department with the exception of the graduate program coordinator is responsible for a designated group of undergraduate students for academic advising. The faculty member would also assist in various aspects of career guidance over and above the standard graduation requirements.

Course and Curriculum Development. Course and curriculum development includes designing instructional material for future courses, selecting texts, arranging field trips, analyzing, evaluating, and restructuring of curriculum and/or course content.

University and College Committees. University and college committees include attendance and other required duties with respect to Faculty Senate, Educational Policy Committee, Research Park, Eccles Museum, Strategic Planning Committee, Committee on Personal Problems (P & T ombudsman), etc.

Student Service. Student service includes personal career counseling, participating in Department/student social activities, preparing student recommendations and letters of reference, etc.

Professional and Scholarly Development. Professional and scholarly development includes all research, scholarship, and creative activities which are not externally funded, but may include securing grants, writing or developing research projects, writing or revising books, writing articles and reviews, working on national competitions related to the discipline, library research with respect to articles and books related to the profession, holding office in a professional organization, being on a editorial staff for a professional journal or quarterly, developing workshops, public service, attainment of a Ph. D. or related Master's degree, etc. (See LAEP Criteria for Appointment of Promotion to Professional Ranks," Sections IV.D.2, IV.D.5, IV.D.6, IV.D.7, IV.E.3, IV.E.4).

Also included in this category are those activities related to professional consulting which may be externally funded, and in which case the three days per month granted by the University for private consulting is included in this allocation of time (See LAEP Criteria for Appointment of Promotion to Professional Ranks," Section IV.E.4).

Research. Research includes those activities which are sponsored and funded specifically to produce a research contract and which operates under the aegis of the University's Contracts and Grants Office. This activity may be extra-contractual or may be so arranged to take place within the normal nine-month teaching contract. There is a sub-category for proposal development which specifically grants a faculty member the appropriate time for initiating, writing, and concluding a research proposal (See LAEP Criteria for Appointment of Promotion to Professional Ranks," Sections IV.D.1, IV.D.2, IV.D.3, IV.D.4).

Service. Service includes two categories: noncompensatory public service and Environmental Field Service. Noncompensatory public service involves the application of a faculty member's professional knowledge and skills in work for public or private agencies or institutions without remuneration. Environment Field Service involves the application of a faculty member's professional knowledge and skills through this Department sponsored program, usually involving students in a hands-on University practical educational experience. A faculty member's time and/or salary may be reimbursed by the institution or agency receiving the benefit of the service.

Although this schedule was initiated several years before the University established its Fall Activity Survey, it has been revised several times in order to include several of those activities on the University form. This is the Department's fifth revision of the schedule since its inception in 1974, and includes minor changes in both subject and hourly conversions based upon recommendations and the concurrence of a majority of the faculty.

SECTION TWO: CONVERSION SCHEDULE

INSTRUCTION ACTIVITIES	HOURS/WEEK
STUDIO - 1 Hr./Contact Hr. Crits, 4 Hrs. Lecture, 2 Hrs. Recit., 4 Hrs. Prep./Grading	13.0
• 6 Hrs./Week (Tues. & Thurs.)	16.0
• 9 Hrs./Week (Mon., Wed., Fri.)	Varies
• Team Teaching (Due to Content) - Each Staff Coordinator	2.0
• Sectioned Studio (Due to Size) - Each Staff	Full Hours
• Additional Sections - 1 Hr./Contact Hour	Varies
TECHNICAL - 1 Hr. Crits, 4 Hrs. Lecture, 6 Hrs. Prep./Grading	16.0
• 6 Hrs./Week (Tues. & Thurs.) - 4 Credits	13.0
• 6 Hrs./Week - 3 Credits	Varies
• Additional Sections (1 Hr./Contact Hr.)	
LECTURE - 2 Hrs. Contact Hour, 4 Hrs. Prep./Grading	8.0
• 2 Hrs./Week	10.0
• 3 Hrs./Week	
SEMINAR - 1 Hr. Contact Hour, 2 Hrs. Prep./Grading	3.0
• 1 Hr./Week	4.0
• 2 Hrs./Week	
TUTORIALS (Scheduled Class) - 1 Hr. Contact Hour, 1 Hr. Prep./Grading	2.0
• 1 Hr./Week	
THESIS COMMITTEES, INDEPENDENT READINGS	1.5
• Major Professor - Each Committee	.5
• Committee Member or Independent Reading - Each Committee	
FIELD SERVICE	2.0
• Project in Studio	13.0
• Project Outside of Studio (6 Hours/Week)	0.0
EXTENSION/CONTINUING EDUCATION - No Time Allotted, extra-contractual	1.0
UNSCHEDULED - Juries, Seminars, Guest Lectures	

DEPARTMENT AND PROGRAM ACTIVITIES

• Faculty Meetings, Correspondence, Memoranda, Etc.	3.0
• Department Assignments - Per Assignment	1.0
• Program Coordinator (Undergraduate or Graduate)	2.0
• Coop Education/Internships - Per Student	.5
• Academic Advising - Undergraduate - Per 10 Students	1.0
• Course and/or Curriculum Development	4.0
• University and/or College Committees	.5
• Student Service	1.0
• Professional and Scholarly Development	8.0
• Research - Sponsored Contracts & Grants (Extra-Contractual)	0.0
• Sponsored Contracts & Grants (With 9 mo. Contract)	Varies
• Proposal Development - Per Proposal	2.0

DISTRIBUTION OF TIME FOR TEACHING ASSISTANTS

- Hours subtracted for net faculty involvement (9 Hrs. Maximum/Week)
- Assistance/Week 3 Hrs. = 1 Hr.
 - Assistance/Week 6 Hrs. = 2 Hrs.
 - Assistance/Week 9 Hrs. = 3 Hrs.

SECTION THREE: QUARTER/YEAR-TEACHING & PROGRAM ACTIVITIES

	FALL QUARTER		WINTER QUARTER		SPRING QUARTER	
	Activity	Hours	Activity	Hours	Activity	Hours
Studio						
Technical						
Lecture						
Seminar						
Tutorial						
Thesis						
Field Service						
Unscheduled						
Sub-Total						
Faculty Meetings						
Department Assignments						
Program Coordinators						
Cooperative Ed Internships						
Academic Advising						
Course Development						
University/College Committees						
Student Service						
Professional Development						
Research						
Sub-Total						
TOTAL PER WEEK						

Handwritten: Not complete

Agenda
College of HASS
Meeting on Tenure and Promotion
6 October 1994

- Overview: Process
"Good communication among college, department head, committee, and candidate is the key."
- Responsibilities of Candidates
 - Keeping a file
Organize the material from the start using the categories stipulated in the "blue book," a binder given to all tenure-track faculty.

Document teaching, including a one-page summary in reverse chronological order of quarter, classes (number and name), enrollment, evaluation stats. **(handout: Rhodes' sample) [article on Documenting Teaching]** Some candidates have pulled representative quotes from student evaluations and collated them in 1-2 pages.

Keep vita up-to-date. Arrange in reverse chronological order (most recent work experience, publications goes first). Possible categories for publications include 1) books, 2) chapters, 3) articles, 4) works-in-progress. (Note refereed and non-refereed.) Include complete bibliographic information, including page numbers. For artists, classifications may include 1) invitational exhibitions, 2) juried group exhibitions, 3) grants and awards, 4) art expositions. In other words, the discipline determines the categories.
 - Visual Effect
Keep audience in mind--administrators outside your discipline may be helped to understand your work through clear definitions and explanations.

To help readers of the "blue book" find items behind a tab, you may choose to include a table of contents for the section or another set of tabs in each section delineating the parts. Avoid simply reprinting sections of the vitae here.

Use laser printer; spell-check and proofread (preferably by someone else); ask for input from committee member or mentor on draft self-assessment letter.
 - A self-assessment letter is required in the decision year but may be helpful to the committee if done annually. Address your evolution as a teacher, indicating growth. Note any external dissemination of extended syllabi. **[handout]**

- What to include, what to leave out?

Submit with the "blue book" any extra materials, such as books or portfolios in a separate box or container.

To represent the publication of a book in the blue book, you may choose to photocopy the title page, table of contents, and perhaps a sample chapter. A book jacket is a good visual. Reviews of a book are also helpful.

3. Common pitfalls in decision-year files:

- Include brief biographical statements of the outside reviewers (sample handout)-- responsibility of committee chair or department head.
- Be judicious in what you include so that you are well represented. Avoid minutiae (e.g., memos of committee work).
- Read the descriptions in the T/P (11/91) for each section, and use appropriate words and phrases in your self-assessment to demonstrate how you are meeting those requirements (e.g., "innovative techniques developed and used in extension").
- Some revision may be required to strengthen the file after the dean's advisory committee has reviewed the files.
- Avoid padding.
- Include in service those activities that relate to academic roles (e.g., a talk on classical Greek theatre to high school students, talk to Kiwanis on the role of computers in teaching writing on campus).

Note: sample files are available for review in the College office. Contact Sydney (x1200) to see files and to ask questions.

- Responsibilities of Department Heads
- Responsibilities of Tenure and Promotion Committee Chairs [handout]
- Responsibilities of Ombudspersons [handout]

Responsibilities of Department Heads in the Promotion/Tenure Process

The Department Head is responsible overall for the organization and implementation of the P/T procedures and schedules at the department level.

RESPONSIBILITIES:

- Organize and reorganize P/T Committees.
 - In concurrence with the candidate and with approval of the Dean.
 - For all faculty preparing for rank advancement.
- Develop a Role Statement for each P/T eligible faculty.
 - Agreed to by the candidate and approved by the Dean.
 - Reviewed annually and revised as necessary.
- Arrange mentoring support for tenure-track faculty.
- See that committee chairs are adequately trained regarding P/T process and timelines.
 - Note earlier deadlines for candidates in second year
 - In-depth review at beginning of the 4th year
- Arrange completion of waiver forms as appropriate.
- Manage the process for obtaining external peer reviews on candidates who are in a decision year.
 - Follow guidelines on using external reviewers suggested by the candidate.
 - Consult with the candidate's P/T Committee.
- * Provide support for the P/T Committee meeting, and participate in initial discussion during that meeting.
- * Receive and review the report of the P/T Committee, meeting with the candidate to conduct his/her own evaluation of progress, and providing an independent evaluation letter with recommendation to the Dean.
 - Letter should point out departmental average of teaching evaluations and where the candidate stands.
- Follow-up with candidate and committee regarding questions, concerns, and recommendations.

Role of Promotion/Tenure Chair

1. The chair is the keystone - work with candidate to make sure file is complete.
2. Schedule meetings early - well ahead of deadlines (note earlier dates for second year appointees); voice mail reminder on day of meeting.
3. Consider file fully.
4. Prepare report on meeting; copy to department head, committee, candidate, and dean. Document strengths (high points of accomplishments), areas of concern, statement on progress and direction.
5. Discuss load of candidate with department head rather than telling candidate. The letter might say "recommended reduced load but aware of department constrictions" (it is not the role of the committee to administer department).
6. The chair, not the department head, calls the committee.
7. Schedule ombudsperson.
8. A candidate going up for full, may (probably should) request annual review (generally after a couple of years in rank).
9. Working with department head, keep track of external reviews.
10. Clear confidentiality of outside letters with candidate (check guidelines - intention is confidentiality).
11. The clear presentation of file is essential. (Sydney has excellent models - not to be removed from HASS, ask in advance for suggestions and/or attend informal meeting held for candidates.)
12. Missing people on committee? Need all there although in special circumstances, a substitute might work. Options are to re-schedule or in the case of a sabbatical leave, sub is possible (clear subs through Dean's office if it's a year's replacement). Make sure candidate is aware of and agrees to substitutions. Another option if committee member(s) will be absent during a decision year is to conduct the meeting early (spring or summer, for instance) if the candidate agrees.
13. Make sure all committee members observe candidate's teaching at some point, preferably over the time in rank.
14. Monitor discussion and limit to appropriate issues and topics.

Recommendations by the committee:

- renew
- not renew
- recommend for tenure
- recommend for promotion

*Reminder: An in-depth, stringent review is to occur at the beginning of the fourth year.

Information on teaching portfolios as well as teaching observations on file in the dean's office. Candidates are observed by the dean's office during the tenure/promotion year.

Note: In the new code, there is a review every 5 years by peers for post-full.

6/12/94 revised (with input from ombudspersons and committee chairs)

Responsibilities of Ombudspersons in the College of HASS

It is preferable for the ombudsperson not to be a member of the same department as the candidate, but it is not required. At informal meeting requested by the candidate, no ombudsperson is required unless the candidate so asks. The rank of the ombudsperson is not important.

1. At the beginning of a meeting, the ombudsperson should ask if everyone has read the file; if not, dismiss the meeting. (The ombudsperson does not have to review the file.) Ascertain there is a current role statement.
2. The ombudsperson is not to comment on the contents of the candidate's file.
3. The ombudsperson is responsible for making sure that the rights of the candidate and the University are protected and that due process is followed. Questions of a personal nature are inappropriate. Assure that the interests of the candidate as well as the University are fairly represented.
4. The ombudsperson may question any procedures that are out of the ordinary. In general, a typical procedure for the committee is:
 - (a) to meet first without the candidate to discuss procedure and any concerns,
 - (b) to ask the candidate in to make a statement about progress toward tenure and/or promotion and answer questions, (DEPT HEAD PRESENT)
 - (c) to discuss without the candidate present what the evaluation will be for this annual review, and
 - (d) to ask the candidate to return for a summation to share that evaluation with her/him.
5. The level of documentation required for ombudspersons may be no more than "I certify that due process was followed." The primary duty of the ombudsperson is to listen and to take notes about any concerns.
6. Any irregularities should be described in a memo. The ombudsperson should report any irregularities to the department head and the dean. In particular, if there is a difference between the interpretation of role by the department head and the committee, the ombudsperson may intercede and also write a memo to the dean. (The department head should talk to the dean and perhaps the chair of the committee.)

Discussion should include the candidate's role statement and how he/she has been meeting role statement assignments during the past year. Focus on the substance of the file is the committee's duty while focus on process is the responsibility of the ombudsperson. If there are concerns about what is or is not in the file, the ombudsperson may identify but not interpret. If a second meeting is required to complete the committee's business, then it is preferable to have the same ombudsperson.

Checklist for Ombudspersons in the College of HASS:

The ombudsperson should:

- ▶ see that promotion and tenure committees follow due process
- ▶ protect the rights and interests of the candidate
- ▶ refrain from commenting on the contents of a candidate's file
- ▶ stop any questions or discussions that focus on personal issues

_____ At the start of the meeting, ask if all committee members have read the files. If not, stop the proceedings immediately and reschedule the meeting.

_____ Ascertain that there is a current role statement.

_____ Does the committee address questions of TEACHING?

_____ Does the committee address questions of RESEARCH?

_____ Does the committee address questions of SERVICE?

_____ When the candidate leaves the room and the committee discusses the case in private, do committee members keep the discussion focused on relevant issues?

_____ Does the committee clearly state its expectations for the candidate, both in the short term and the long term?

_____ Does the candidate have the opportunity to respond to the committee's questions and concerns?

_____ Does the candidate have the opportunity to ask the committee to clarify tenure and promotion standards, departmental or college expectations, and university procedures?

_____ Does the committee take a proper vote on continuing the candidate's appointment?

_____ Does the committee's letter make the points (and state the concerns) raised at the candidate's meeting?

October 1, 1994

HASS College Ombudsmen

SOCIAL SCIENCES - 1995

- Edna H. Berry
- Richley H. Crapo
- Mark L. Damen
- Stanford Cazier
- William F. Lye

FINE ARTS - 1996

- Craig W. Johnson
- Michael L. Timmons
- Susanne J. Warma
- F. Dean Madsen

HUMANITIES - 1997

- Thomas S. Romano
- Janet C. Stock
- M. Isela Chiu
- Jan Bakker

DEAN'S ADVISORY COMMITTEE*
(Appointed)

Barre Toelken, Chair	Humanities	1995
Colin B. Johnson	Fine Arts	1996
Ann Leffler	Social Sciences	1997

*Does not preclude membership on a Promotion and Tenure Committee

**SCHEDULE OF TENURE AND PROMOTION DECISIONS
ACADEMIC YEAR 1993-94**

Tenure - Regular Procedure (3-6 year probationary period)

Appointment of Tenure Committee	December 1
Tenure Committee recommendations to Dept. Head	January 14
Dept. Head's recommendation to Dean	January 24
Dean's recommendation to President	February 14
President's notification of candidate	Not later than commencement (6/4/94) or 12 mos. before termination of appointment

Promotion

Appointment of Promotion Committee	December 1
Promotion Committee recommendation to Dept. Head	January 14
Dept. Head's recommendation to Dean	January 24
Dean's recommendation to President	February 14

Evaluation and Termination Dates - For candidates on first or second year of appointment.

Appointment of Tenure Committee	December 1
Tenure Committee recommendation to Dept. Head	
First year appointees	January 14
Second year appointees	November 19
Department Head recommendation to Dean	
First year appointees	January 24
Second year appointees	December 1
Dean's recommendation to President	
First year appointees	February 14
Second year appointees	December 6
President's notification to candidate	
First year appointees	March 1
Second year appointees	December 14

Note: When dates fall on Saturday, Sunday, or observed holidays the due date will be changed to the preceding work day.

Utah State University
Teacher/Course Evaluation
COURSE PROFILE AND FEEDBACK

This form must be completed and submitted with every set of evaluations. The data will be used to profile teaching methods and also to determine equipment and facility needs at USU.

INSTRUCTOR _____ RANK: Prof Assoc Asst Inst/Lect TA
DEPT and COURSE NO. _____ CLASSROOM _____ NO. OF STUDENTS _____

TEACHING METHODS USED IN THIS COURSE

1. In addition to tests, quizzes and problem sets, what assignments did you require?

	IN CLASS	OUT OF CLASS
a. Number of writing assignments	_____	_____
Average pages per writing assignment	_____	_____
b. Number of group assignments per student	_____	_____
c. Number of oral presentations per student	_____	_____
d. Number of concerts, lectures, or other events to attend	_____	_____
e. Other _____	_____	_____

2. How often did you use each of the following types of technology in class?

	NEVER	SELDOM	OFTEN	DAILY
a. Computer	N	S	O	D
b. Videos, films, laser disks, slides, or audio recordings	N	S	O	D
c. Overhead transparencies	N	S	O	D
d. Other _____	N	S	O	D

3. What percent of total class time utilized each teaching method? (Percents should add up to 100)

Lecture _____%	Class discussion _____%
Working problems _____%	Testing _____%
Performances or demonstrations _____%	Labs _____%
Individual work by students _____%	Group work by students _____%
Videos, films, or recordings _____%	Other _____%

4. In addition to office hours, what out-of class help was available for students? (Circle all that apply)

Discussion sessions _____	Review sessions _____	Tutors _____	Computer-based instruction _____
Labs _____	Reserve materials _____	Other _____	

5. On average, how many hours per week of graduate and undergraduate teaching assistant time were used for:

Graduate: Labs _____ hrs	Grading _____ hrs	Help sessions _____ hrs	Tutoring _____ hrs
Undergraduate: Labs _____ hrs	Grading _____ hrs	Help sessions _____ hrs	Tutoring _____ hrs

INSTRUCTOR COMMENTS

Did you experience any special problems or needs in teaching this course? (e.g., facilities, equipment, textbooks)?

Your suggestions for improving teaching at USU. _____

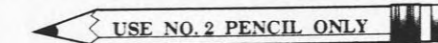
Utah State University

Teacher / Course Evaluation

INSTRUCTOR: _____ COURSE: _____ SECTION: _____

E - EXCELLENT	G - GOOD	P - POOR	NA - NOT APPLICABLE
VG - VERY GOOD	F - FAIR	VP - VERY POOR	

Student evaluations are an important part of the assessment of teaching effectiveness. Please respond as honestly and candidly as possible. Disregard questions which do not seem to be applicable. The completed forms and the computer data will not be available to the instructor until after class grades are awarded.



I. GENERAL EVALUATION

- | | |
|---|--|
| 1. The overall quality of this course was:
E VG G F P VP | 2. The instructor's effectiveness in teaching the subject matter was:
E VG G F P VP |
|---|--|

II. INFORMATION ABOUT THE COURSE

- | | |
|--|--|
| 1. The extent to which course objectives were clear was:
E VG G F P VP NA | 2. Relevance of assignments to course content was:
E VG G F P VP NA |
| 3. Relevance of material presented in class to course goal(s) was:
E VG G F P VP NA | 4. Appropriateness of workload to course goal(s) was:
E VG G F P VP NA |
| 5. Relevance of exams to course goal(s) was:
E VG G F P VP NA | 6. Fairness of course grading procedures was:
E VG G F P VP NA |
| 7. The extent to which course responsibilities of students were clarified was:
E VG G F P VP NA | 8. Helpfulness of assigned texts readings to achieving course goal(s) was:
E VG G F P VP NA |

III. INFORMATION ABOUT INSTRUCTION

- | | |
|--|--|
| 1. The extent to which course organization helped learning was:
E VG G F P VP NA | 2. The helpfulness of explanations by the instructor, if when needed was:
E VG G F P VP NA |
| 3. Instructor's use of examples, if when appropriate, was:
E VG G F P VP NA | 4. Instructor's use of class time to help students learn the subject matter was:
E VG G F P VP NA |
| 5. Instructor's enthusiasm for subject of course was:
E VG G F P VP NA | 6. Instructor's helpfulness in resolving student's questions was:
E VG G F P VP NA |
| 7. The extent to which the instructor was prepared for class was:
E VG G F P VP NA | 8. Opportunity to ask questions was:
E VG G F P VP NA |
| 9. Opportunity for students to make comments and express opinions was:
E VG G F P VP NA | 10. Availability of extra help, if when needed, was:
E VG G F P VP NA |

IV. INFORMATION ABOUT STUDENTS

1. At the beginning of the quarter, my interest in the subject matter of the course was: High Medium Low
2. My current GPA at USU is in the range of: 4.0-3.5 3.4-3.0 2.9-2.5 2.4-2.0 1.9-1.0
3. This course is being used for: my major my minor a liberal Arts & Sciences major, minor or certificate
 general education an elective other
4. I am a: freshman sophomore junior senior graduate other
5. Grade I expect to receive is: A B C D F Pass

TWO MORE QUESTIONS ON THE BACK

SCANTRON FORM NO. 1-8048-USU

INSTRUCTOR _____ COURSE _____ SECTION _____

EXCELLENT GOOD POOR NA - NOT APPLICABLE

1. What aspects of the teaching or content of this course do you feel were especially good?

Student evaluations are an important part of the assessment of teaching effectiveness. Please respond as honestly and candidly as possible. Students' questions which do not seem to be applicable. The completed forms and the responses that will not be available to the instructor until after class grades are awarded.

PLEASE PRINT NAME ONLY

1. The instructor's effectiveness in teaching the subject matter was

2. The instructor's effectiveness in teaching the subject matter was

2. What changes could be made to improve the teaching or the content of this course?

1. The instructor's effectiveness in teaching the subject matter was

3. The course is being used for