

Christopher C. Gibbs College of Architecture

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TEACHING: What We Value

The GCA supports inspirational teaching that guides students towards their professional goals and supports effective engagement in their communities. Towards this end, the college outlines a teaching workload policy, known as the “Policy on Faculty Course Load Management” that is a separate document from the AFEC.

Evaluating Teaching

Teaching shall be evaluated according to five criteria: (1) student perceptions and feedback; (2) course materials, (3) learning outcomes, (4) professional development, and (5) other teaching. Each component will have a percentage weight with expected performance. Faculty members are to define and justify specific weights for the coming year in their annual self-evaluation. The Teaching Evaluation rubric outlines what constitutes a “Meets Expectations” rating. The five criteria of the teaching evaluation are:

1. Evaluation of Instruction (15% - 30%)

Student experience surveys (SES) reflect student perceptions and are not necessarily reflective of instructor performance. Thus, these must be used carefully in faculty evaluations. General guidelines and reminders for understanding student course evaluations include:

- “ Each division will determine the component(s) of the SES that will be considered
- “ Evaluations are only measurements of student perceptions of their experience
 - They cannot be considered measures of learning outcomes
 - They are not measurements of instructor performance
- “ While students may bring biases they have to evaluations, these biases likely do not account for the

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4. Professional Development (1001221.33 702.1 Tm0 g0n.eS5G[16.200oTqp0126 42.864 Tm0.502

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RESEARCH AND CREATIVE/SCHOLARLY ACTIVITY: What We Value

The production of new knowledge is a critical goal of a state-assisted research institution and is a fundamental responsibility of faculty as defined by the University of Oklahoma Faculty Handbook. As evaluations of annual research and creative/scholarly activity shall be based not only on quantity but on quality, competitiveness of outlets, and the reviews and responses by, and the impact on the intended audience.

The faculty of the GCA support article 3.6.2 of the Faculty Handbook which states, "To qualify as research or creative/scholarly activity, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in which the work is done, and the results must be published in a peer-reviewed journal or other scholarly outlet."

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and creative/scholarly activity.

The following should be considered with annual research and creative/scholarly productivity:
An accumulation of Tier 1 and/or Tier 2 efforts

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commitments. Service to a faculty member's discipline or to society at large, which advance the faculty member's research/creative activities and teaching, may be encouraged if done so in ways that strategically advance that faculty member's career. These strategic decisions should be made in dialogue with the faculty member's Director and mentors inside and outside the College.

Service assignments for junior faculty which deviate from these norms must be acknowledged by Division Directors and Committee A in all annual evaluations and progress toward tenure

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needs of the division and college shall take precedence over outside service.

Establishing Faculty Service Assignments

Faculty service is not expected to occur in every category in the matrix below, to the contrary, faculty should select service opportunities that support and enhance their individual teaching and scholarly/creative pursuits (examples are provided below). The evaluation processes and standards laid out here are predicated on c(i)-4(v)11no

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	and proactively seeks solutions	completes them in a timely and professional	minimum effort required	not contribute as asked, outcomes may be delayed or low quality	
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The faculty self-reporting worksheet (appendix A of this document) includes a section for service which all faculty should complete each year as part of their annual evaluation. It provides further detail on individual accomplishments based on the scoring rubric above.

Examples of service in each category

Within

