

Construction Management Department

Appointment and Re-Appointment

Retention, Promotion, Tenure

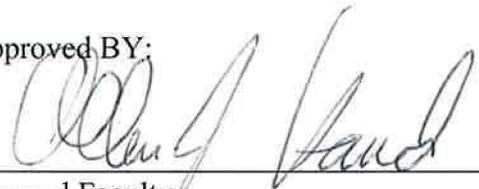
Range - Elevation

Post-Tenure

Procedures and Criteria

Date: Revised 9/17/03

Approved BY:



Tenured Faculty

9/22/03
Date



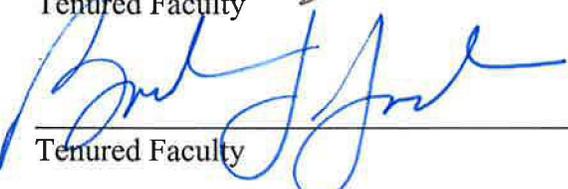
Tenured Faculty

9/22/03
Date



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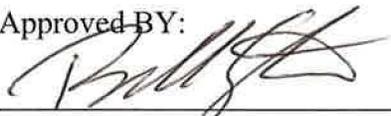
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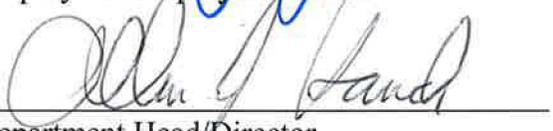
Chair of the Committee

9/22/03
Date



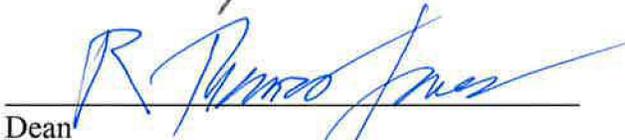
Employment Equity Facilitator

9/22/03
Date



Department Head/Director

9/22/03
Date



Dean

9/22/03
Date



Provost

10/1/03
Date

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Introduction

1. Purpose of Document

These guidelines are established by the Construction Management Department, within the College of Architecture and Environmental Design to supplement the personnel procedures as given in the Campus Administrative Manual (CAM) and the Memorandum of Understanding (MOU) between the Board of Trustees of California State University and the California Faculty Association which are the overriding policy manuals for the entire University and incorporated by reference into this document.

These guidelines have been written so that faculty employed in the Construction Management Department can continue to serve the students by ensuring the highest level of scholarship is achieved. The procedures and criteria are written to:

- i. Comply with administrative requirements as stated in the Campus Administrative Manual (CAM).
- ii. Provide an objective means for evaluating persons for hiring, retention, tenure or promotion decisions.
- iii. Serve as guidelines for individuals to use as a basis for preparation, self-improvement and self-evaluation for future elevations, promotion, retention or tenure actions.

2. Mission Statement

The Construction Management Department, as an integral part of the College of Architecture and Environmental Design, is a unique interdisciplinary program committed to educating future leaders in the construction profession. This commitment includes the integration of the architectural, engineering and construction principles required by graduates to compete in today's international construction community. This commitment embraces the notion of instilling both a short term and a long term penchant for education and the process of learning.

3. Goals and Objectives of the Department

As a professional program within California Polytechnic State University, the Construction Management Department is committed to upholding the comprehensive nature of the educational experience offered in the university environment.

The curriculum in Construction Management leads to the Bachelor of Science degree which is accredited by the American Council for Construction Education.

The constructor is an important member of the construction team, possessing a professional knowledge of techniques, materials, equipment, job planning, and cost control. These men and women add to the contributions of the planning and design professions.

Central to the department's goal is the encouragement of faculty to be proficient and current in their disciplines as well as in their teaching skills. A definition of what the Department, College, and University interprets as "Faculty Scholarship" is outlined in the following paragraphs.

The department recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each faculty member must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time, it is likely that one area will receive greater emphasis than the others.

The department endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship within the Construction Management Department. They can be used as guidelines for the department in assessing the suitability and appointment of new faculty, the retention of existing faculty, and promotion based on effective performance being demonstrated across these areas of scholarship.

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. Teaching is also a dynamic endeavor which must bring students actively into the educational process. Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

Therefore:

- i. Faculty members should be proficient and current in the subjects they teach.
- ii. Faculty members shall continue to place particular emphasis upon teaching methods that require students to take an active role in their own learning.
- iii. The department shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction and to have the most up-to-date means of information technology possible.
- iv. Consistent with its expectations, the department shall continue to

improve classroom space, classroom equipment, supplies, study space, communication and information technologies, books, periodicals, and other resources to the fullest extent possible.

- v. The department shall pursue an on-going and effective program of conferences and workshops on teaching and use of information technology to ensure the highest possible quality of instruction across the campus.

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the Department, College, and University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort. The probing mind of the researcher is a vital asset to the academic environment. Scholarly investigation and/or creative activity, in all the disciplines, are at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the department should be strengthened, not diminished. Those engaged in the "Scholarship of Discovery" shall ask: What is known and what is yet to be discovered?

The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research - or the research of others- - into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, and often educating non-specialists. Those engaged in the "Scholarship of Integration" shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the "Scholarship of Application" shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

Active participation in various types of scholarly activities as outlined is essential to meeting the department's goals. Consistent with these expectations, the University, College, and Department will provide, where possible, the necessary support to ensure that faculty has the opportunity to achieve success in the scholarships identified above. Such support shall include, but not be limited to, assigned time, facilities, equipment, travel, and research assistance.

The Construction Management Department recognizes and supports professional activities in our discipline (such as holding office, editing journals, reviewing

books, participating in professional meetings, and others) and service to the Department, College, University, and larger community (such as serving on committees, activity in community groups, and others). The department continues to encourage faculty to belong to appropriate professional organizations and promote the involvement of faculty in national and international activities.

4. CAM and MOU Precedent Statement:

The role and scope of responsibility for the candidate, tenured faculty, peer review committee(s), and department head/director are incorporated herein to offer clarification of the process and respective responsibilities of the participants in the appointment and review processes. If conflict arises between this document and the MOU or CAM, then the MOU or CAM shall prevail, with the MOU superceding.

5. Definitions

5.1 Performance Reviews

A Performance Review shall normally be required for retention of:

- A probationary faculty unit employee;
- Award of tenure; and
- Promotion.

5.2 Periodic Evaluations

A Periodic Evaluation of a faculty unit employee shall normally be required for:

- Evaluation of temporary faculty unit employees;
- Probationary faculty unit employees who are not subject to a performance review (1st academic year evaluation); and
- Tenured faculty unit employees who are not subject to a performance review (post-tenure reviews).

5.3 Personnel Files Defined

The Personnel Files referenced in this document include the following:

Applicant Working File (AWF) - established by each applicant for a faculty position. It contains the original faculty application and supporting materials submitted by an applicant when applying for a position.

Selected materials from the Applicant Working File become part of the Personnel Action File if the applicant receives an appointment by the department. If no appointment is made, materials are retained by the department for a period of three years during which period applicants not hired may request that their materials be returned, or may use them for a subsequent recruitment within the department.

Working Personnel Action File (WPAF) - established for faculty undergoing a formal Performance Review for Retention, Promotion, Tenure (RPT) or for Periodic Evaluation including Post-Tenure review. It contains an updated vita, an Index of Materials submitted, all other

material submitted by the candidate and the comments submitted by each level of review during any phase of faculty evaluation. Copies of the updated vita and the Index, along with the evaluations and professional development plans, are transferred to the Personnel Action File after completion of the review process. The remainder of materials is returned to the review candidate.

Personnel Action File (PAF) - the official, permanent campus personnel file. It contains such items as application and /vitae, letters of offer, student evaluation of faculty, and previous faculty evaluations for faculty members who have been appointed within the college. The Personnel Action File is maintained by the dean.

- 5.4 Professional Development Plan - a plan set forth by a faculty member describing that individual's goals and aspirations with respect to their professional growth as described in the California Polytechnic State University Strategic Plan. The purpose of developing such a plan is to create an environment for learning and growth tailored to that particular faculty member's professional interests. The plan should embody more of a philosophical approach, rather than simply being a minimal listing of accomplishable events and activities.
- 5.5 Relevant Professional Experience – is defined as being employed in an increasingly responsible position primarily in the US construction industry or comparable.
- 5.6 Relevant Teaching Experience – is defined as full time or extensive part time teaching with full responsibility for post-secondary level coursework in construction management or a closely related field.
- 5.7 Curriculum Vita - a current record of a faculty member's experiences and accomplishments including, but not limited to, education, industry experience, university experience, publications, professional presentations, research projects, service activities, professional development activities, awards, and ongoing professional practice.

Part I. Procedures and Process

- 1. General
 - 1.1 Personnel Files

Security of Personnel Files

During the period of review for appointment, retention, promotion, or tenure, the candidate's Applicant Working file or Working Personnel Action File shall reside in the Construction Management Department in the custody of the Department Head. The Department Head shall assure the integrity and security of the files while in his/her custody and shall facilitate access to the personnel files by the faculty body participating in the review of the files.

1.1.1 Dissemination

This document and its appendices and a copy of Form AP109 shall be distributed to the faculty unit employee at the time of employment. A copy of the Memorandum of Understanding is available in the College of Architecture and Environmental Design office. Available for online viewing are the Campus Administrative Policies (www.policy.calpoly.edu) and the Faculty Personnel Handbook (www.academic-personnel.calpoly.edu).

1.2 Departmental Employment Equity Facilitator

The department is responsible for providing equal employment opportunities to all applicants. The department head/director appoints an Employment Equity Facilitator (EEF) for the year. The role of the EEF is to ensure that the selection process is a careful, thorough, and systematic consideration of the job qualifications of each applicant, and the selection is based on valid job-related criteria. The EEF will, among other things: assist in the development of the job announcement; suggest recruitment strategies; participate in all search committee meetings, and brief the committee on Employment Equity Guidelines.

1.3 Mentoring

Tenure-track faculty and full-time Lecturers, in consultation with the Department Head, will be provided one or more mentors from the tenured faculty to advise them regarding the content of their Professional Development Plan, their performance relative to that plan, and the content of their Working Personnel Action File. Candidates are strongly encouraged to discuss their progress with more than one individual.

2. Procedures and Process for Appointments

2.1 Recruitment and Appointment Committees

Membership on any recruitment and appointment committee shall include at least two elected tenured faculty in addition to any elected probationary faculty who have completed two or more full-time years of teaching at Cal Poly. It is the intent of the college that the committee shall number no less than three.

When the number of faculty who are eligible and willing to serve on the appointment or recruitment committee in any one department is less than three, faculty from other departments within or outside the college but from a related discipline shall be elected to the committee. The department head shall approach the faculty member of the other department to elicit interest in serving. If the faculty is agreeable, permission should be obtained from the department head/director of the other department. The head of the department needing assistance shall notify the faculty from the other department of his/her election and of the time and place of the first meeting.

Probationary faculty and temporary faculty as well as students, staff and other interested parties may provide informal input to the committee once the field is narrowed and candidates are invited to campus. Cal Poly Strategic Plan Goal 6.1 specifically states that it's "governance structure shall implement shared decision making. This involves mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise." With this in mind, it is essential that all personnel decisions be based on structured feedback from as broad a cross section of the academic community as is feasible within the constraints of the MOU.

2.2 Initial Appointments for probationary, tenured, full-time faculty and part-time pools

2.2.1 Advertising and Recruitment

Advertising and recruitment shall be done by the department head following established Cal Poly procedure. Announcements shall appear in the local daily newspapers, national publications (electronic or print), and/or any professional periodical the department head deems useful to disseminate the announcement.

2.2.2 Faculty Review of Applicants

For the review of all candidates, the Recruitment and Appointment Committee chairperson shall establish a time for the full committee to review applicants. This day and time shall be disseminated to the Recruitment and Appointment committee members.

2.2.3 Appointment Procedures

The Recruitment and Appointment committee chairperson shall establish a procedure to collect input from all faculty and students. After input is taken, a meeting shall be held with the committee to formulate a list of acceptable candidates to be forwarded to the Department Head. From the list, the Department Head shall choose one or more for appointment and consult the Dean concerning the appointment, prior to making any offer. Should the candidate chosen not accept the offer, the Department Head shall consult with the Recruitment and Appointment Committee regarding the remaining pool and determine whether the search should be re-advertised. The department head shall act as the representative of the dean in negotiations but no offer should be considered final until a written contract is received from the dean.

2.3 Faculty Transfers from other colleges or departments

Should a tenured or probationary faculty member from another campus department wish to seek transfer to the Construction Management Department, the candidate shall go through the same application and

review process as that of a recruitment for a probationary position. The Recruitment and Appointment Committee comments and recommendations shall be considered by the Department Head, who shall submit his or her decision to the Dean for or against approval of the transfer. The Department Head shall report the recommendation to the Recruitment and Appointment Committee.

Transfer candidates may be considered for acceptance at their current rank and step with the University, but an offer of lesser rank and step can be recommended by the Department. The qualifications of transfer candidates shall be evaluated relative to the criteria established herein for the equivalent rank in the Construction Management Department.

2.4 Reappointment of full-time Lecturers

Previous periodic evaluations located in the official Personnel Action File are required to be carefully reviewed by the Committee and the Department Head along with any application materials. The signature logs in the PAF must be signed before a recommendation is made. The appointment of a full-time lecturer may be extended for a second year if the initial recruitment was conducted nationally or on a broad regional basis. Some full-time lecturers may be eligible for reappointment as specified in the MOU following a favorable annual evaluation as described in this document and at the recommendation of the Department Head. Reappointment is not automatic and will be based on the curricular needs of the department.

2.5 Emergency Appointments

Should it be necessary to make an Emergency Appointment, the Department Head shall conduct a search for a qualified candidate through professional contacts and phone networking. The results of this search shall be shared with the departmental faculty regarding qualified candidates. Upon consultation with the faculty, the Department Head shall proceed to present the Dean with one or more eligible candidates for appointment. A statement of qualifications shall be written for each appointment and three references obtained.

3. Procedures and Process for Evaluations and Reviews

Tenure-track appointments, full-time Lecturer appointments, and part-time (appointed the entire academic year) Lecturer appointments will have a performance review or periodic review each year. Each year of appointment, all faculty listed above will be expected to maintain a Professional Development Plan that is approved by the Department Head.

3.1 Performance Reviews for Retention, Tenure and Promotion (2nd through 5th year Probationary Faculty and candidates for Promotion and/or Tenure)

3.1.1 Faculty Submittals

For the performance review process, candidates shall submit, at a minimum, the following materials in their Working Personnel Action Files:

- Index of materials included
- Current curriculum vita
- Current Professional Development Plan
- Evidence of all recent publications
- Course syllabi
- Statement of areas of improvement relative to recommendations of previous evaluations
- Such additional materials that demonstrate achievement in the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application, as described previously.

3.1.2 Levels of Review

3.1.2.1 Department Peer Review Committee

The first level of review for retention, promotion and tenure shall be performed by a Peer Review Committee composed of elected tenured full-time faculty members. In matters of promotion, the faculty serving on the committee shall be of a higher rank than the faculty under review. The committee shall number no less than three.

When the number of faculty who are eligible and willing to serve on the Peer Review Committee is less than three, faculty from other departments within or outside the college but from a related discipline shall be elected by the committee to serve on the committee. The department head shall approach the faculty member of the other department to elicit interest in serving. If the faculty is agreeable, permission should be obtained from the department head of the other department. The head of the department needing the assistance shall notify the faculty from the other department of his/her election and of the time and place of the first meeting.

Members of the Peer Review Committee shall select a member as chairperson who will serve for a period of one year and preside at meetings. Non-tenured faculty and administrative personnel may attend only at the invitation of the chairperson as an information resource. Members of the Peer Review Committee shall review both the Personnel Action File and the Working Personnel Action File of candidates being reviewed; are strongly encouraged to perform classroom visitations for each candidate currently assigned on-campus teaching duties; and shall submit first level review comments pertinent to the criteria sections of this document, including comments on any areas that were noted in need of improvement on the previous evaluation. These comments shall be reviewed with each candidate. Within seven calendar days, the candidate may choose to submit a written statement or rebuttal and/or request a meeting with the committee. The recommendation of the committee is submitted to the Department Head over the signature of all voting members of the committee.

3.1.2.2 Department Head Review

The second level of review shall be the Construction Management Department Head. The Department Head shall review the Personnel Action File, the Working Personnel Action File, the evaluation of the Peer Review Committee for each faculty, and all materials provided by the candidate, and make an independent recommendation. That recommendation and the assessment shall be reviewed with the faculty under review. Within seven calendar days, the candidate may choose to submit a written statement or rebuttal and/or request a meeting with the Department Head. The first level and second level evaluations on each case being considered shall then be submitted over the signature of the Department Head to the Dean of the College. The Department Head's judgment may be the same as that of the department's Peer Review Committee or it may differ.

3.1.2.3 College Peer Review Committee

The department will elect one full-time tenured, full professor to serve on the College Peer Review Committee. This committee serves as the college wide personnel review committee and reviews all applications for promotion and tenure within the college. The Construction Management Peer Review Committee elects one of their members to serve on this College committee who will then not be eligible to serve on the Department Peer review Committee.

3.1.2.4 College Dean Review

The Dean will consider all evaluations and reviews and serves as the representative of the President for all Periodic Reviews. The Dean prepares a separate recommendation for all reviews. For decisions of tenure and promotion, this recommendation is made after recommendation from the College Peer Review Committee and after reviewing all assembled material as transmitted in the Working Personnel Action File by the Department Head. Within seven calendar days, the candidate may choose to submit a written statement or rebuttal and/or request a meeting with the Dean. If an initial negative recommendation for reappointment, tenure, or promotion is made by the Dean, then the Dean must invite the candidate, in writing, to discuss this decision in the presence of the Department Head.

3.1.2.5 Provost/President

Retention, Tenure and Promotion recommendations are then forwarded to the Provost or the President for final review and decision.

3.2 Periodic Evaluations for 1st Year Probationary Faculty and Full Time Lecturers

3.2.1 Faculty Submittals

For the periodic review process, candidates shall submit, at a minimum, the following materials in their Working Personnel Action Files:

- Index of materials included
- Current curriculum vita
- Current Professional Development Plan
- Evidence of all recent publications
- Course syllabi
- Statement of areas of improvement relative to recommendations of previous evaluations
- Such additional materials that demonstrate achievement in the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application, as described previously.

3.2.2 Levels of Review

3.2.2.1 Department Peer Review Committee

The first level of review for periodic evaluations shall be performed by a Peer Review Committee composed of tenured full-

time faculty members. The committee shall number no less than three.

When the number of faculty who are eligible and willing to serve on the Peer Review Committee is less than three, faculty from other departments within or without the college but from a related discipline shall be elected by the committee to serve on the committee. The department head shall approach the faculty member of the other department to elicit interest in serving. If the faculty is agreeable, permission should be obtained from the department head of the other department. The head of the department needing the assistance shall notify the faculty from the other department of his/her election and of the time and place of the first meeting.

Members of the Peer Review Committee shall select a member as chairperson who will serve for a period of one year and preside at meetings. Non-tenured faculty and administrative personnel may attend only at the invitation of the chairperson as an information resource. Members of the Peer Review Committee shall review both the Personnel Action File and the Working Personnel Action File of candidates being reviewed; are strongly encouraged to perform classroom visitations for each candidate currently assigned on-campus teaching duties; and shall submit first level review comments pertinent to the criteria sections of this document, including comments on any areas that were noted in need of improvement on the previous evaluation. These comments shall be reviewed with each candidate. Within seven calendar days the candidate may provide a written statement or rebuttal, and/or request a meeting with the Committee. The recommendation is then submitted to the Department Head over the signature of all voting members of the committee.

3.2.2.2 Department Head Review

The second level of review shall be the Construction Management Department Head. The Department Head shall review the Personnel Action File, the Working Personnel Action File, the evaluation of the Peer Review Committee for each candidate, and all materials provided by the candidate, and make an independent recommendation. That recommendation and assessment shall be reviewed with the candidate under review. Within seven calendar days the candidate may provide a written statement or rebuttal, and/or request a meeting with the Department Head. The first level and second level evaluations on each case being considered shall then be submitted over the signature of the Department Head to the Dean of the College. The Department Head's judgment

may be the same as that of the department's Peer Review Committee or it may differ.

3.2.2.3 College Dean Review

The Dean will review all materials provided by the candidate, as well as the evaluations and reviews. The Dean serves as the representative of the President for all Periodic Reviews.

3.3 Periodic Evaluations for Part-Time Lecturers

The Department Head, based on an observation of teaching and a review of required student evaluations will provide an evaluation of a part-time faculty member appointed the entire academic year. Tenured faculty will have the opportunity to provide input to the Department Head. At the discretion of the Department Head, part-time lecturers appointed for one or two quarters may undergo periodic evaluation. Also, the employee may request that a periodic evaluation be conducted.

3.4 Periodic Evaluations for Post Tenure

The initial post-tenure review evaluation normally will occur five years after the granting of tenure, or after the most recent promotion. The review process will continue at five-year intervals thereafter, if there is no change in status. A post tenure review will not be required at the same time that a candidate is being reviewed for promotion.

Post tenure reviews are an excellent opportunity for dialogue between the Department Head and the tenured faculty member being reviewed. The departmental procedure is to invite the tenured faculty member to an open dialogue with the Department Head. The results of that dialogue will be incorporated into the Department Head's evaluation.

3.4.1 Faculty Submittals

The individual being reviewed shall provide (prior to the post tenure review session) to the Department Head a Working Personnel Action File, containing at a minimum a current Professional Development Plan, and a current curriculum vita.

3.4.2 Levels of Review

Only members of the Peer Review Committee who are full, tenured professors shall conduct the review. The committee shall number no less than three. If the number of full, tenured professors eligible and willing to serve on the Peer Review Committee is less than three, faculty from other departments within or outside the college but from a related discipline shall be

elected by the committee to serve on the committee. The department head shall approach the faculty member of the other department to elicit interest in serving. If the faculty is agreeable, permission should be obtained from the department head of the other department. The head of the department needing the assistance shall notify the faculty from the other department of his/her election and of the time and place of the first meeting. The Peer Review Committee shall submit its review in writing to the department head.

After the discussion between the tenured faculty being reviewed and the Department Head, the Department Head will forward his/her comments to the person being reviewed for a response. After attaching the response, the Department Head will forward this document, the individual's Professional Development Plan, and his/her vita to the Dean along with all the material provided by the faculty member in his/her Working Personnel Action File.

After reviewing the forwarded documents, the Dean will schedule a meeting with the Department Head, Chair of Peer Review Committee, and the faculty member to further discuss the evaluation and any of his/her comments about the person being reviewed.

3.5 Department Head Review Procedures

The Department Head for the Construction Management Department has a dual role, and is only part time in his/her role as an administrator. The position carries a reduced teaching load and similar expectations of any tenured faculty. Because of this dual role, the individual must be evaluated on both administrative work and faculty responsibilities. As stated in these criteria and procedures, it is expected that the Department Head continue to be proficient and current in the discipline as well as teaching skills.

3.5.1 In his/her role as Department Head

The initial review evaluation will occur after the first year of taking the position. The review process will continue on a yearly basis. Review of the Department Head in his/her role as the leader and administrator of the department is an excellent opportunity for dialogue between the Department Head and the faculty.

The departmental procedure is to invite the Department Head to an open dialogue with the faculty. The results of that dialogue will be incorporated into the Department Head's evaluation of his/her past year's accomplishments. This should be scheduled in concert with the university schedule for annual department head reviews.

The individual being reviewed shall provide (prior to the session) an administrative goals and development plan and a list of accomplishments. After the discussion between the Department Head and the faculty, the Peer Review Committee chairperson will forward the faculty's comments to the Department Head for his/her response. After attaching the response, the chairperson will forward this document and the administrative goals and development plan to the Dean.

After reviewing the forwarded documents, the Dean should schedule a time to further discuss the evaluation and any of his/her comments about the person being reviewed. The Dean's comments also should be forwarded to the departmental faculty.

3.5.2 In his/her role as Faculty

The review of the Department Head as a member of the faculty should be consistent with the review of any faculty member of equivalent rank and tenure with the exception that the Peer Review Committee will provide the evaluation normally provided by the Department Head. For example, if the Department Head is hired as a tenured full professor, the following evaluation procedure of his/her accomplishments as a faculty member would be followed.

The review process will continue at five-year intervals if there is no change in status.

Review of the Department Head in his/her role as a faculty member is an excellent opportunity for dialogue between the Department Head and the tenured faculty. The departmental procedure is to invite the Department Head to an open dialogue with the Peer Review Committee. The results of that dialogue will be incorporated into the Peer Review Committee's evaluation.

The individual being reviewed shall provide (prior to the session) to the Peer Review Committee a Working Personnel Action File, containing at a minimum a current Professional Development Plan, and a current curriculum vita. After the discussion between the Department Head and the Peer Review Committee, the chairperson will forward the committee's comments to the Department Head for a response. After attaching the response, the chairperson will forward this document, the individual's Working Personnel Action File, Professional Development Plan, and his/her vita to the Dean.

After reviewing the forwarded documents, the Dean may schedule a time to further discuss the evaluation and any of his/her comments about the Department Head being reviewed. The Dean's comments also should be forwarded to the Peer Review Committee.

Part II: Criteria

1. Criteria for Initial Appointment

Summary of Requirements for Initial Appointment of Faculty*

	<i>Tenured or Tenure-Track Faculty</i>	<i>Full-time Lecturer</i>	<i>Part-time Lecturer</i>
Education	Master's Required Ph.D. Preferred	Master's Required	Bachelor's Required Master's Preferred
Professional Experience <i>(Total non-work experience not to exceed 1/2 of requirement)</i>	Asst. – 5 or more years Assoc. – 8 or more years Full – 12 or more years <i>(Ph.D. equals 2 years exp.) (2 years teaching equals 1 year of professional experience)</i>	Lect. A – fewer than 5 years Lect. B – 5 or more years Lect. C – 8 or more years Lect. D – 12 or more years <i>(Ph.D. equals 2 years exp.) (2 years teaching equals 1 year of professional experience)</i>	Same as Full-time Lecturers
Teaching Experience	A candidate with no teaching experience is expected to be hired at the Assistant Professor level. A candidate with relevant teaching experience may be hired as an Associate or Full Professor with approval of the Department Head and the Tenure Committee.	A candidate with no teaching experience is expected to be hired at the Lecturer A or B level. A candidate with relevant teaching experience may be hired as a Lecturer C or D with approval of the Department Head and the Tenure Committee.	Same as Full-time Lecturers

* These requirements may be waived for individuals who are so highly qualified in their field by virtue of knowledge and extensive experience, and who are so universally recognized in their field that to insist on the requirements would deny the Construction Management Department, the College of Architecture and Environmental Design, and the University the benefits of their abilities and contributions.

The table above can be used as a summary of the requirements which must be met for initial appointment of faculty to the Construction Management Department. The following paragraphs are intended to provide additional detail to this summary. New appointments to faculty positions shall be made in accordance with the relevant CAM and MOU provisions. The academic qualifications listed in this section are intended to reinforce and supplement the required academic qualifications.

Education

The minimum educational requirement for appointment to a tenured or tenure-track position in the Construction Management Department is a Master's degree in construction or a construction-related field. An appropriate Ph.D. degree is preferred. The degree must be from an accredited or generally acknowledged rigorous educational institution. Accrediting agencies are defined as those recognized by the Council on Post-Secondary Accreditation.

The minimum educational requirement for appointment to a lecturer position in the Construction Management Department is a Master's degree for full time lecturers and a Bachelor's degree for part time lecturers (although a Master's degree is preferred). These degrees also should be in construction or a construction related field and must be from an accredited or generally acknowledged rigorous educational institution.

Exceptions to the above minimum requirements for tenure-track positions require approval by the Provost after consultation with the Tenured Faculty, Department Head, and Dean.

Exceptions to the above minimum requirements for lecturer positions require approval by the Dean, after consultation with the faculty and Department Head.

Professional Experience

Degrees in Construction Management are directed toward developing competencies in both technical and managerial areas of the profession. Valid professional construction experience is critical to achieving and sustaining excellence in the Construction Management curriculum. Therefore, the professional construction experiences of the faculty member, as well as his/her academic qualifications and scholarly contributions, must be carefully documented and evaluated.

The record should reveal growth and development on the part of the individual, with evidence of increasing responsibility and skill levels acquired. The experience requirements are listed as a range of years, to permit consideration of the quality of experience as well as the duration. The fewer number of years of experience are expected to correlate with a higher level of quality experience, whereas, the greater number of years represent acceptable experience, as determined by the tenured faculty.

Relevant professional experience (see the Definitions section) is vital for teaching competency. However, this also must be combined with teaching excellence. Because of this need, consideration may be given to a combination of years of experience in teaching and professional construction. For the purposes of evaluating teaching experience, two academic years of teaching are equivalent to one year of professional construction experience.

Individuals with an earned doctorate in construction or a construction-related field shall receive credit for the equivalent of two years of professional construction experience. Credit for the total number of years of professional construction experience earned by virtue of teaching and/or an advanced degree will not exceed one-half of the total years of professional experience required.

When an individual uses summer vacations, leaves of absence without pay, or sabbatical leaves to gain experience in the construction industry, the experience (so long as it is of a professional nature) may be accrued toward the Professional Experience requirement. For example, four summers of qualifying professional experience of three months per summer will constitute one year of professional experience.

Teaching Experience

The individual hired at the Associate Professor, Professor, Lecturer C, or Lecturer D level should have verifiable teaching experience of a successful nature. See definition of relevant teaching experience in the Definitions section.

2. Criteria for Retention / Reappointment, Promotion / Elevation, and Tenure

Retention and Reappointment are not automatic. Retention and Reappointment are substantiated by evidence of successful teaching effectiveness, active participation in departmental affairs, academic and professional achievement, professional development, and attention to suggestions for improvement noted in performance reviews. Student evaluations will be conducted on all faculty as follows: (1) At least one course evaluation per academic year for each course regularly taught by all full-time faculty with a minimum of two course evaluations per year; (2) all courses will be evaluated each quarter for part-time faculty.

2.1 Criteria for Retention, Promotion, and Tenure

Candidates working toward promotion and/or tenure should reference the departmental Criteria Matrix for Tenure & Promotion (See Appendix A) document for definitions of the level of achievement required for promotion and tenure. This document is intended to be a dynamic assessment tool reviewed and approved by the faculty in order to provide an objective means to evaluate peers and to provide guidance to faculty at any rank seeking retention, promotion, and/or tenure.

Application for Promotion and Tenure can be made only after appropriate time in rank. Under typical circumstances, unless prior concessions are made and documented at the time of initial appointment, appropriate time in rank will be defined as follows:

- Probationary tenure-track faculty will be eligible for tenure after a minimum of six years of full-time service. A probationary tenure-track faculty shall normally be considered for promotion at the same time he/she is considered for tenure.
- Tenured faculty will be eligible for promotion to the next rank after a minimum of five years of full time service at the current level.
- Persons holding the rank of Lecturer A, Lecturer B, or Lecturer C will be eligible for advancement to a higher range after a minimum of five years of equivalent full-time service at the current level.

Consideration for early promotion and/or tenure may be given for exceptional circumstances. Such advancement shall be approved by the Dean and the Department Head following consultation with the faculty as outlined in the Review Procedures section. The final decision rests with the President.

2.1.1 Retention

Probationary tenure-track faculty shall be evaluated annually to make a determination of professional progress toward promotion and/or tenure. Decisions about the retention or reappointment of faculty for the next academic year or contract cycle will be based on this evaluation and the

contents of the faculty Personnel Action File and Working Personnel Action File. Faculty seeking to be retained should reference the departmental Criteria Matrix document (See Appendix A) for definitions of the level of achievement required for retention of probationary tenure track faculty.

2.1.1.1 Probationary (tenure track)

1st and 2nd year:

- The candidate shall show evidence of successful teaching performance and class management, which may include classroom observations by peers and/or the department head.
- The candidate shall show evidence of satisfactory progress toward tenure requirements regarding professional development achievement.
- The candidate shall show evidence of an appropriate level of service, consistent with academic rank.

3rd year to 6th year:

In addition to the above, the candidate shall demonstrate:

- increased proficiency in subject matter taught
- evidence of ability to achieve success in teaching
- collaboration and coordination of CM coursework
- college and university-level service
- evidence of continued contributions in professional development as set down in the department Criteria Matrix
- service activities that involve higher levels of responsibility and leadership.

2.1.2 Tenure and Promotion

Whereas promotion is the recognition of successful achievement, tenure is the recognition of promise for success. In addition to those requirements established for initial appointment to tenure-track rank, the most important criteria for tenure and promotion are:

- Demonstrated proficiency in teaching performance as documented by, but not limited to, such things as peer review, positive student evaluations, teaching awards, curriculum development, and the advancement of one's scholarship of teaching.
- Successful professional growth and achievement as documented by, but not limited to, such things as professional licenses, registrations, and certifications; writing and publications; grant proposals and funded grants; and generally advancing one's scholarships of discovery, integration, and application.
- Ongoing service to the University, College, Department, students, profession, and community as documented by, but not limited to,

committee work, administrative duties, professional and trade association activity, student club advising, and service to community organizations.

The department criteria for promotion and tenure are outlined in the Criteria Matrix for Tenure and promotion as shown in Appendix A.

2.2 Criteria for Review of and Reappointment of Full-Time Lecturers

2.2.1 Lecturers appointments are temporary for the period specified in the letter of appointment. The appointment of a full-time lecturer may be extended for a second year if a nationwide or broad regional recruitment was conducted for the initial appointment. The following criteria apply for periodic evaluation of full-time lecturers based on the total number of years of appointment in the department.

2.2.2 1st year: demonstrated teaching ability as evidenced by student evaluations, faculty classroom observations, and course materials prepared.

2.2.3 2nd year: in addition to the above, participation in department committee work and contribution to departmental goals, particularly in instructional advancement, demonstrated participation in service activities, and evidence of professional development activities.

2.2.4 3rd year to 5th year: in addition to the above, increased proficiency in subject matter taught; evidence of successful teaching; collaboration on and coordination of CM coursework; college and university-level and community service; evidence of continued professional development in some combination of professional experience, research, and publications.

2.3 Criteria for review of Part-time Lecturers

All years: Teaching ability, relevance and currency of course materials, coordination of courses with CM curricula, and evidence of continued professional development.

2.3.1 MOU Entitled Part-time Lecturers

Part-time Lecturers with earned rights under the MOU for continuous appointment shall be evaluated in the same way as full-time Lecturers as described in Section 2.2 above.

2.4 Criteria for Range Elevation of Lecturers

Elevation is not automatic. After a minimum of five years of full-time service (or equivalency) at the current rank, a Lecturer may be considered for elevation to the next higher range according to the criteria below.

Evidence of successful teaching, evidence of continued professional development that is demonstrably linked to teaching and meritorious service to the Department and College are required for range elevation. The candidate shall request an elevation review from the Department Head who shall ask the Peer Review Committee for an assessment of performance.

2.5. Criteria for Post-Tenure Review

Faculty being considered for post-tenure review shall demonstrate the criteria set forth for their current rank in the Department Criteria Matrix for Tenure and Promotion included in Appendix A. In addition, these faculty shall provide evidence of providing mentorship and direction to junior faculty in the department.

Part III: Appendices

- A Criteria Matrix for Tenure and Promotion
- B. Suggested Format for Vita
- C. Current Faculty Evaluation Form (AP109)

Criteria for Promotion and Tenure

Note: Candidates for tenure "only" must also meet criteria for rank at which tenure is sought.

	Associate Professor	Professor	Sample Activities *This list of examples is not intended to be exhaustive, inclusive, or rank ordered.	Sources of Evaluation Input & Assessment
TEACHING	<p>Contributes to department's teaching load. Contributes to development of department's academic program. Participates in student advising. Receives positive student evaluations. Demonstrates additional evidence of successful teaching. (See narrative in RPT document for details regarding criteria)</p>	<p>Exercises leadership in department's teaching load. Exercises leadership in department's academic program development as evidenced by experience in originating or revising courses. Record of quality student advising. Receives positive student teaching evaluations. Demonstrates effectiveness in teaching and learning initiatives and strategies. (See narrative in RPT document for details regarding criteria)</p>	<p>Teaching</p> <ul style="list-style-type: none"> •Teaching regular course offerings •Developing course materials •Developing distance learning •Developing new courses •Teaching effort •Supervising independent study •Developing educational innovations •Providing meaningful feedback to students •Organize & conduct student field trips •Scholarship of teaching activities •Other <p>Advising</p> <ul style="list-style-type: none"> •Advising undergraduate students on program of study •Advising student groups •Coaching a student competition team •Other <p>Professional Growth & Development</p> <ul style="list-style-type: none"> •Original scholarly research •Building on original scholarly research •Applying other's research to industry •Professional licenses & registrations •Certifications •Authoring a book, chapter, or essay •Review publications, books, chapters •Membership professional organizations •Other <p>Professional Service</p> <ul style="list-style-type: none"> •Activity in professional organizations •Consulting to industry & organizations •Consulting to universities & colleges •Expert witnessing •Other <p>Ongoing Research & Inquiry</p> <ul style="list-style-type: none"> •Research investigations in progress •Investigations of educationally relevant problems •Grants and contracts •Other <p>Faculty Service</p> <ul style="list-style-type: none"> •Serving on college committees •Serving on university committees •National education committees(e.g. ACCE) •Participation in bargaining unit •Mentoring other faculty •Department web page editor •Organize faculty field trips •Other <p>Community/Public Service</p> <ul style="list-style-type: none"> •Participation in local, state, or national activities & organizations •Involvement in community with K-12 •Mission and/or relief work •Other 	<ul style="list-style-type: none"> •Applicant Working File (AWF) •Working Personnel Action File (WPAF) •Personnel Action File (PAF) •Teaching effectiveness as recognized by peers and students •Student and peer evaluations •Faculty review committee •Self-evaluation •Department head evaluation •Teaching recognition awards •Professional development related to teaching and education •Other
Professional Growth & Development	<p>Engages in quality scholarly activity. Establishes the promise of sustained scholarly activity in one or more areas. Provides evidence of recognition at regional and/or national levels. Contributes to support activities for the department. Involves students in collaborative scholarly activities. Contributes to profession through service to professional organizations and/or industry. (See narrative in RPT document for details regarding criteria)</p>	<p>Demonstrates record of productive scholarly activity. Establishes a clear and coherent line of scholarly discovery, integration, and application. Provides evidence of recognition at national and/or international levels. Exercises leadership in seeking and maintaining outside support for the department. Engages students in collaborative scholarly activities. Contributes to profession through outstanding and continued service to professional organizations and activities, providing evidence of national and/or international impact. (See narrative in RPT document for details regarding criteria)</p>	<p>Publications</p> <ul style="list-style-type: none"> •Publications - journals, magazines, proceedings, monographs, tech reports •Develop/write computer programs •Develop multi-media - CD ROM, video, etc •Industry & academic presentations •Attend seminars, conferences, forums •Interdisciplinary activities •Additional professional work experience <p>Professional Service</p> <ul style="list-style-type: none"> •Organization of conferences & symposia •Serving on federal or state agency boards •Serving on industry boards •Leadership in professional organizations <p>Ongoing Research & Inquiry</p> <ul style="list-style-type: none"> •Obtaining outside support for projects •Patents and technology transfers •Equipment grants & procurement 	<ul style="list-style-type: none"> •Applicant Working File (AWF) •Working Personnel Action File (WPAF) •Personnel Action File (PAF) •Faculty review committee •External peer reviews •Self-evaluation •Department head review •Agencies supporting activities •Collaborators, assistants, etc •Awards, honors, special recognitions •Advanced degrees, certifications, and professional licenses •Donations, prizes, and grants •Professional Development related to scholarship •Other
SERVICE	<p>Contributes to department, college, and/or university committees. Contributes to local, state, or national activities and organizations. (See narrative in RPT document for details regarding criteria)</p>	<p>Exercises leadership in department through service as committee chairperson and/or outstanding and continued service to department committees. Contributes to and/or provides leadership to college and university committees. Actively mentors and supports junior faculty. (See narrative in RPT document for details regarding criteria)</p>	<p>Faculty Service</p> <ul style="list-style-type: none"> •Affirmative action coordinator •Participation as advisor/mentor in student activities, events, competitions •Directing special programs (e.g. CCCE) •Administrative assignments •Department technology supervisor •Serve on accreditation visiting team. <p>Community/Public Service</p> <ul style="list-style-type: none"> •Participation in Habitat for Humanity •Advisor to city, county, or state committee •Community related service •Presentations/talks to community groups 	<ul style="list-style-type: none"> •Applicant Working File (AWF) •Working Personnel Action File (WPAF) •Personnel Action File (PAF) •Faculty review committee •External peer reviews •Self-evaluation •Department head review •Awards, honors, special recognitions •Public recognition - newspapers, magazines, radio, other media •Other

APPENDIX B

FACULTY VITA (REQUIRED UPDATE)

This worksheet is intended to assist you in preparing your vita. Included are many categories of professional activity which may be appropriate. It might be appropriate to index the entries on the vita to any supporting material which also appears in your file.

Please keep in mind that the supporting materials that you submit should be thorough but not extraneous. They should be concise and appropriate to the period in rank (promotion candidates), the period of your probationary tenure-track appointment at Cal Poly, and for post-tenure review. Please endeavor to keep these materials as brief and as organized as possible, while ensuring that your application is thoroughly documented.

Evaluation Categories

I. BACKGROUND

- Education (all earned degrees and dates issued)
- Certification or licensing (list only current licenses, with numbers)
- Academic experience
- Related professional experience

II. TEACHING RELATED ACTIVITIES – Cal Poly

- Courses and laboratories taught
- New course preparation
- Major revisions and innovations in existing courses
- Curriculum development
- Senior projects or student research supervised
- Student advising
- Current instruction related projects
- Other

III. TEACHING RELATED ACTIVITIES – Other than Cal Poly

- Courses and laboratories taught

IV. PROFESSIONAL GROWTH AND DEVELOPMENT ACTIVITIES

- Activities completed (with primary emphasis on activities completed since coming to Cal Poly for probationary faculty, for period in rank for candidates for promotion, and for post-tenure review)
Be specific, including dates, about activities such as research; consulting; commissions; patents; copyrights; creative or artistic achievement; relationships with business and industry; projects completed; publications; editorial work, including refereeing; papers presented; reviews; professional workshops offered; professional conferences/workshops attended, etc.
- Published professional work
- Published scholarly works
- Participation in professional associations and organizations
- Grants, contracts, fellowships, honors
- Current projects and activities
- Invited professional and scholarly lectures given outside of Cal Poly (place, dates, topic)

V. SERVICE

- University
- College
- Department
- Community (activities related to professional expertise)

State of California
Memorandum

CAL POLY

To: R. Thomas Jones, Dean
College of Architecture & Environmental Design

Date: October 1, 2003

From: Paul J. Zingg 
Provost and Vice President for Academic Affairs

Copies: Michael Suess
Allan Hauck

Subject: Revised Construction Management Procedures
and Criteria

The Construction Management Appointment and Re-Appointment, Retention, Promotion, Tenure, Range Elevation, and Post-Tenure Procedures and Criteria, revised September 17, 2003 (copy attached) is approved for immediate implementation. Please extend my appreciation to those involved in revising the document.