

Department of Construction Management and Engineering
Promotion, Tenure and Evaluation Guidelines, Procedures, and Criteria
August 2010 Amended for Minor Revision
June 16, 2017 Amended for Revision
October 2017 Amended for Minor Revision

Section 1. Introduction

This document is intended to provide guidelines for making recommendations regarding promotion and/or tenure of faculty in the Department of Construction Management and Engineering in accordance with broader Promotion, Tenure and Evaluation Policies (Section 352 of the North Dakota State University and the North Dakota State Board of Higher Education Policies). These guidelines identify specific factors that apply to the evaluation of faculty members in the Department of Construction Management and Engineering.

Section 2. Mission of the Construction Management and Engineering Department

The Department of Construction Management and Engineering will provide quality educational programs that prepare nationally competitive undergraduate and graduate students for successful careers in the construction engineering and management professions.

Section 3. General Expectations

University Policy 352 stipulates three different types of faculty positions – tenure-track, professor of practice and research professor. According to Policy 352, teaching, research, and service are the three areas in which tenure-track faculty are expected to contribute toward sustaining the mission of the University. The main function of a Professor of practice is teaching whereas a Research Professor is limited to research and publication activities.

In the case of tenure-track faculty, the quality and quantity of contributions in all three areas (teaching, research and service) will be considered at the time of promotion and tenure. The performance evaluation of a faculty member for promotion and/or tenure will also be based upon the individual's agreed upon job description and work load over the time period under review. For this reason, faculty members may not demonstrate equal level of accomplishments in all areas. The Department expects effective teaching, contributions in research, and service.

While faculty in Professor of Practice and Research Professor positions are not eligible for tenure, promotion through ranks is encouraged and is based on time in rank and satisfactory evaluations of assigned responsibilities. An application for promotion is initiated via a departmental recommendation and follows the same procedure and submission deadlines as for tenure-line faculty.

All faculty need to demonstrate continued productivity while at North Dakota State University, with the qualities of a Scholar as Integrity, Perseverance and Courage.

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Consistent with University Policy (Section 352), it is within the authority of the university administration to grant 1-3 year credit toward tenure when substantial previous, relevant experience has been documented in the original letter of appointment (hiring contract). Faculty hired with relevant experience may be hired with tenure. Within the College of Engineering, the level of “exceptional academic accomplishment” prior to appointment at North Dakota State University is regarded as exceedingly rare. Probationary-period faculty are encouraged to take full advantage of the customary six-year period appropriate to demonstrate continuing effectiveness with the context of this institution. Faculty committees of the Department and the College are bound by the original letter of appointment and the candidate’s job description, but evidence of achievement in the areas of teaching, research, and service will be evaluated based on a level of documented activity in all areas equivalent to that expected from six-years of service at North Dakota State University.

The Department adopted the concept of Scholarship defined in the College PT&E Procedure and Criteria:

Scholarship is defined as a “... creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding”¹. Scholarly work must be made public, must be available for peer-review and critique according to accepted standards, and must be reproducible to be built upon by other scholars. Developing and maintaining a Faculty of Scholars necessitates that the University be “not only a place of teaching, but also a place of learning”² for students and faculty alike.

The department views scholarship as the Scholarship of *Discovery*, Scholarship of *Integration*, Scholarship of *Application*, and Scholarship of *Teaching* to recognize the diversity of scholarship in each of these areas³. Some examples of these Scholarships can be found in the College PT&E Procedure and Criteria, Section 3a.

¹ Iowa State University COE Governance Document, 08 March 2012.

² C. Wegener, “Liberal Education and the Modern University”, 1978 citing D. Gilman, *Launching of a University and Other Papers*, New York: Dodd Mead & Co., 1906.

³ Boyer, E.L., *Scholarship Reconsidered – Priorities of the Professoriate*, Carnegie Foundation for the Advancement of Teaching, 1990.

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Scholarship of a faculty member's body of work will be assessed based on evidence provided by the faculty member that addresses the following six criteria⁴:

- Clear goals – Does the scholar clearly state the basic purpose of the work, define realistic and achievable objectives, and identify important problems in the field?
- Adequate preparation – Does the scholar demonstrate understanding of the existing scholarship in the field, utilize necessary skills and tools in the work, and integrate the necessary resources to move the project forward?
- Appropriate methods – Does the scholar effectively use appropriate methods, and modify procedures in response to changing circumstances?
- Significant results – Does the scholar achieve the stated goals, make a consequential contribution to the field, and open additional areas for further exploration?
- Effective presentation – Is the scholar's work presented with clarity and integrity, with a suitable style and effective organization, and in appropriate forums to communicate to intended audiences?
- Reflective critique – Does the scholar use a critical self-evaluation, based on an appropriate breadth of evidence, to improve the quality of work?

It is the responsibility of faculty members to explain how the above elements of scholarship are present in their teaching, research, and service responsibilities. A major focus, therefore, will be the narrative that describes scholarly development.

Annual reviews and critical feedback to the faculty member throughout the PTE process must also address the six criteria noted above. In addition, the annual review must address a broader view of the faculty member's work by addressing the following two questions.

- Is the current cumulative body of work appropriate for the field and for the stage of development of the Scholar?
- Is there an appropriate progression and improvement of the faculty member's scholarship?

Section 3a. The Scholarship of Teaching

Teaching refers to the broad area of student/faculty interaction for educational purposes, not only in the classroom but to the full range of activities which result in student development. Teaching may include outreach and extension educational programs directed primarily toward clientele outside the campus classroom. Individual interaction between the instructor and student is very important in teaching courses in construction management and engineering. The Department expects individual faculty to be effective teachers and advisors.

⁴ <http://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf>

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Section 3b. The Scholarship of Research

Research includes basic and applied research and other activities including, but not limited to, pedagogy and creative activities that are on the “frontier of knowledge” and that could potentially have a broad impact on the professional community and society. Creative activities recognized through professional publications are equally important scholarly contributions within the construction and engineering professions. Faculty members are expected to obtain external funding to support research. The results of research and other creative processes should be shared with the professional and scientific communities. Scholarly work equivalent to conventional research may be in the form of creative activities and professional practice. Careful distinction is to be made between strictly engaging in consulting practice for income and reflective practice that includes dissemination and critical evaluation of the work before credible and scholarly audiences.

Section 3c. The Scholarship of Service

Service includes contributions to the Department, College, University, the public, and one’s profession. Service levels should be proportionate to the faculty rank and seniority.

Section 4. Evidence of Accomplishments

The following items offer suggested guidelines and criteria for documenting the scholarship of teaching, research and service.

Section 4a. The Scholarship of Teaching

The following are primary examples of supporting evidence that can be referenced to demonstrate teaching and advising scholarship for both on campus and online teaching and advising activities:

- Peer and/or other professional evaluations of: course content, teaching methods, improvement of instructional programs, and course or program assessment
- Student evaluation of teaching effectiveness including summary data for all required Student Rating of Instruction questions
- Summaries of feedback from student evaluations of advising
- Presentations at regional and national meetings on innovative instructional and assessment techniques
- Other documentation of innovative methods to evaluate student learning
- Course development including faculty or administrative evaluation
- Supervision of theses and dissertations
- Active involvement in accreditation activities

The following are secondary examples of supporting evidence that can be referenced to

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demonstrate teaching and advising scholarship for both on campus and online teaching and advising activities:

- Receipt of awards or special recognition for effective teaching
- Receipt of awards or special recognition for advising students and/or organizations
- Offering or contributing to continuing education courses and workshops including evaluation of course content and delivery
- Participation in professional development related to improving teaching effectiveness
- Online advising feedback
- Presentations at Professional Meetings and Conferences (that are related to teaching). This could also include presentations at pedagogical luncheons, North Dakota State University workshops, or external teaching seminars/workshops.
- Attendance at professional teaching workshops (NETI, ITUE, etc.). Documented activities and methods that bring professional practice and ethics to the classroom. Development of innovative methods to evaluate student performance, including an assessment of the method(s).
 - Documented implementation of new teaching learning techniques in the classroom and the effectiveness of these techniques.
 - Documented course revisions that are necessary in order to stay current with technology, practice, and theory.
 - Development, delivery and documented evaluations of continuing education courses and workshops including evaluation of content and the ability to communicate. Commitment to teaching and student learning as demonstrated by annual participation in pedagogical development activities which include: participation in North Dakota State University professional development programs (pedagogical luncheons, faculty workshops, peer review of teaching program, faculty mentor program, etc.); participation in training sessions (Blackboard, PRS, etc.).
 - Advising student organizations (regional, national, or international).
 - Peer evaluation of advising activities.

Section 4b. The Scholarship of Research

The following are primary examples of supporting evidence that can be referenced to demonstrate scholarship of research:

- External peer evaluations of faculty scholarly research contributions such as evaluations of research proposals and reviews of manuscripts (required)
- Pursuit and success in obtaining external funding to support scholarly research goals
- Publication of original work related to the individual's scholarly goals in books and fully refereed archival journal and conference publications

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- Effective direction of graduate students toward completion of dissertations and theses
- Invited technical presentations at national and international conferences
- Collaborative investigations with industrial partners
- Registration of patents
- Procurement of research infrastructure to serve as a platform to support scholarly research goals

The following are secondary examples of supporting evidence that can be referenced to demonstrate scholarship of research:

- Presentation of original work related to the individual's scholarly goals at regional, national, or international conferences
- Externally requested technical reports
- Awards or other recognition within the faculty member's discipline for research accomplishments
- Participation in multidisciplinary and intercollegiate research activities.
- Invited technical presentations to regional, national and international conferences.
- Publications of books, and registration of patents.
- Publications of non-refereed journals, conference proceedings, and technical research reports, etc.
- Written external evaluations of faculty scholarly contributions and efforts.
- Awards or commendations for research accomplishments or recognition of creative activities.

The following are examples of supporting evidence that may be used to demonstrate research leadership:

- A strong record of publication citations
- Invitations to speak at national or international meetings
- Holding leadership positions on committees at any level
- Developing or directing national collaborative research programs

Section 4c. The Scholarship of Service

The scholarship of service consists of documented evidence of contributions to the Department, College, University, the public, and one's profession. Service levels should be proportionate to the faculty rank and seniority. Leadership within regional, national and international professional organizations is significant.

The following activities are primary examples of supporting evidence that can be used to demonstrate scholarship of service:

- Institutional service at the level of Department, College and/or University such as faculty governance, formulation of policies, and administrative responsibilities

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- Contributions to fostering a campus climate that supports and respects faculty, staff, and students who have diverse cultures, backgrounds, and points of view
- Service to technical, professional, and scholarly societies such as participating in committee activities, organizing and/or chairing conferences, reviewing manuscripts and proposals, and serving as an editor or on the editorial board of journals
- Service to local/state/national agencies or the general public in the context of the faculty member's discipline
- Service to the public could include discipline-related outreach to local government, businesses, schools, or other community groups.
- Leadership roles in any of the above service categories
- Involvement in educational and/or research and/or professional outreach

The following activities are secondary examples of supporting evidence that can be used to demonstrate scholarship of service:

- Non-remunerative consulting in one's area(s) of expertise
- Service to public and private organizations in areas outside the faculty member's specific discipline (e.g. fraternal organizations, community-based organizations) but done in the capacity as an NDSU faculty member.
- Faculty mentoring
- Awards and recognition for service activities
- Documented service to technical, professional, and scholarly societies in terms of committees and committee activities, organizing and/or chairing conferences, and editorial review responsibilities of journals, conference proceedings, etc.
- Provide leadership as an officer, committee chair or journal editor in technical / professional organizations.
- Providing expert testimony.
- Awards and recognition for service activities.

The following are examples of supporting evidence that may be used to demonstrate leadership in service activities:

- Taking leadership roles on committees at any level
- Developing or directing collaborative outreach programs
- Developing and/or running university-wide governance initiatives

Section 5. Criteria for Promotion and/or Tenure

For promotion to higher rank, the applicant must perform well in each of the areas outlined in the individual's job description and objectives. In addition, for promotion from Assistant Professor to Associate Professor, the applicant must perform in a substantial manner. "Substantial" performance implies progress, development and achievement in teaching, research or creative activity, and service. A record of consistent

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peer reviewed publications, active development of internal and external competitive proposal development or demonstration of active contributions through other creative activities, evidence of effective teaching techniques, and providing service to the Department, College and the University and to professional organizations is required. For promotion to Professor, the applicant must perform in a “distinguished” manner. “Distinguished” performance implies sustained performance and evidence of professional growth. There should be recognizable growth in leadership capabilities and overall professional standing. Leadership in regional, national, and international professional organizations and/or service in an advisory capacity to government agencies and industry are some indicators of professional growth. Criteria and kinds of evidence for evaluating performance at each rank are summarized below.

Section 5a. Promotion from Assistant Professor to Associate Professor

5a (i) Teaching

The applicant will be proficient as an instructor in all courses taught. “Proficient” means knowledgeable and current in the subject(s) taught, demonstrated effectiveness in all forms of communication, and concerned about student learning.

5a (ii) Research

The applicant will establish a creative activity or research emphasis evidenced by scholarly work as defined in Section 4b. The candidate is expected to provide evidence of success in refereed archival publications or other peer evaluated creative contributions, effective direction of students in activities such as thesis work, and of attaining at least local and/or regional recognition with respect to their research activities. A faculty member is expected to demonstrate the pursuit and success in obtaining external support for research.

5a (iii) Service

The applicant should demonstrate service on various committees of the University, College, or Department. At a minimum, the candidate should have provided service to the Department or College. Professional service to the profession is demonstrated through active membership, participation in professional societies, and service at the committee level.

Section 5b. Promotion from Associate Professor to Professor

5b (i) Teaching

A sustained record of teaching effectiveness, participation in curriculum development,

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and a demonstrated commitment to improvement of teaching performance should be evidenced.

5b (ii) Research

The applicant will sustain a creative activity or research emphasis evidenced by scholarly work. Sustaining a strong program of research or creative endeavor evidenced by regular publications, directing graduate and/or undergraduate research, and recognition of the applicant's work by peers or other researchers in the field are some indicators of the expected level of effort.

5b (iii) Service

Evidence of active participation in University, College and/or Department committees is expected. Service to the profession in terms of proposal reviews and participation in the activities of professional societies are the types of activities expected. Leadership roles in professional and public service in one's area of expertise are significant.

Section 5c. Tenure

An applicant for tenure will normally be expected to meet the same criteria for promotion from Assistant to Associate Professor. In addition, the applicant should demonstrate long term potential value to the mission and priorities of the institution.

Section 6. Composition of PT&E Committee

The Department will follow the detailed North Dakota State University Policy 352 Section 5.2 and 5.3 to establish the PT&E Committee. The Department PT&E committee will consist of at least three tenured faculty of the rank of associate professor or higher in the Department, except those with administrative functions within the Department (i.e., Chair). If the Department does not have a sufficient number of tenured associate and full professors, then the Department PT&E committee will consist of all tenured faculty of the rank of associate professor or higher in the Department, and will also include select tenured faculty of similar caliber from other College Departments (as nominated, appointed, or selected by the Dean in consultation and agreement with the college PT&E Committee).

Prior to commencement of deliberations, the chair of any PTE committee must have received PTE committee training within the last three years, provided through the Office of the Provost. Faculty members and administrators being considered for promotion may not be involved in any candidate review and recommendation process, including the

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selection of external reviewers, while under consideration. A college PTE committee member who has voted on the promotion/tenure of a candidate in the department PTE committee shall be recused from the vote by the college PTE committee. In such a case, college policy shall determine whether the committee member may or may not deliberate with the committee on the candidate.

Section 7. Procedures

Section 7a. Procedures Applicable to Promotion and Tenure Guidelines

The Department will follow the detailed PT&E Procedures as outlined and defined in North Dakota State University Policy 352 Section. Promotion and tenure guidelines and criteria of the department which were in effect and provided to the probationary faculty at the time his/her appointment shall be the basis of the candidate's promotion and tenure review. The department chairperson shall provide the aforesaid documents together with a position description, contract or other documents to the probationary faculty. A tenured candidate who is seeking promotion to a higher rank shall be evaluated on the basis of the promotion and tenure criteria in effect at the time of his/her application.

Section 7b. Evaluation

Periodic reviews for faculty members will be conducted by the Department Chair who will meet with each faculty member on an annual basis. The purpose will be to review the job description for each faculty member, review accomplishments since the last review, and to collaboratively define expectations for accomplishments for the next review cycle. The Department PT&E Committee should participate in the annual performance and Third Year review processes by providing the Department Chair brief written evaluations of tenure track faculty progress. The faculty member's expectations should be aligned with the Department's goals and needs, the interests and expertise of the faculty member, and the general evaluation criteria listed above.

Every effort will be made to find mutually acceptable objectives; however, in some cases it may be necessary to assign particular objectives to a faculty member in order for the Department to achieve its goals and needs. The objectives and job description will be recorded and copies retained by the faculty member and the Department Chairperson.

7b (i) Tenure-Track Faculty

At the beginning of each academic or appointment year, the Department Chair and the individual tenure-track faculty member will establish objectives for the upcoming year. At a time determined by the Department, the tenure track faculty member will prepare the annual faculty report, which summarizes teaching, research, and service

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accomplishments, and provide copies of the annual faculty report and an updated curriculum vitae to the Department chair and Department PT&E Committee for their review.

The Chair and the Department PT&E Committee will each provide a performance evaluation report to the tenure-track faculty member. The reports will include an assessment of the faculty member's progress toward tenure and promotion. Should either report indicate that the faculty member is not making satisfactory progress toward tenure, according to the Department and College criteria the resulting recommendation will be for non-renewal. If the Chair and the Department PT&E Committee agree on a recommendation for non-renewal, their reports (and recommendations) shall be submitted through the Dean to the Provost. If the Chair and the Department PT&E committee do not agree, the Dean and the College PT&E Committee will each make a recommendation. The four recommendations will then be submitted to the Provost. The process of non-renewal and the subsequent termination will be according to North Dakota State University Policy Manual Section 350.3.

For third year reviews, the tenure-track candidate will complete the evaluation documents defined by the current North Dakota State University Guidelines for Promotion and Tenure Portfolio Preparation. Completed portfolios are to be submitted for review by the Department Chair, Departmental PT&E Committee, the Dean of Engineering and the College of Engineering PT&E Committee in accordance with College of Engineering PT&E guidelines.

At the beginning of the last year of the probationary period, both the Department PT&E Committee and the Department Chair will evaluate the applicant's record and submit individual recommendations for tenure/promotion to the College PT&E Committee and the Dean of Engineering by November 1st of the final probationary period.

7b (ii) Tenured Faculty

Tenured faculty members are expected to periodically present a portfolio for review to encourage continued growth in teaching, research, and service. Portfolios will be reviewed by Department and College PTE Committees and will be used to provide constructive feedback. Associate Professors are to submit a portfolio for review every four years after achieving rank and Professors will submit a portfolio every six years after achieving rank. The portfolio should consist of an updated CV, and narratives describing scholarly development in the areas of teaching, research, and service as outlined in Section 6, above, and the annual performance reports provided by the Department Chair/Head. Faculty are encouraged to use appendices to include other documentation that will help the committees understand the faculty member's progression of scholarship and provide appropriate feedback. Such documentation may include external reviews of research, manuscript or grant proposal review comments, peer reviews of teaching, or

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documentation of professional service activity and accomplishments. Feedback will be returned to the faculty member and the Department Chair/Head as a reference for continued annual evaluations.

Section 7c. Recommendations

The recommendations of the Department PT&E Committee and the chair shall be sent to the Dean and College PT&E Committee. The Dean of the College of Engineering and the College PT&E Committee will independently prepare recommendations in compliance with the University Policy (Section 352). The Dean and the College PT&E Committee will send their final recommendations along with the individual's application to the Provost by January 5 for final disposition.

Section 7d. Early Promotion and Tenure

For a faculty member without previous academic-relevant experience, eligibility for tenure requires a probationary period of six years and in this case, evaluations for promotions to Associate Professor and granting of tenure are conducted concurrently. Within this probationary period, faculty members who have demonstrated exceptional academic accomplishments may apply for early promotion (without tenure) prior to the completion of the six years of the probationary period. Petitions for early promotion shall be initiated by department heads/chairs, and not by faculty members themselves.

A faculty member with relevant professional/academic experience at the time of initial North Dakota State University appointment may be awarded credit toward tenure. Awarded credit must be stated in the original hiring contract. There are two options:

- Faculty may be allowed the full six-year probationary period with the option of applying for promotion and/or tenure at any time following three years of academic service.
- Faculty may be given one to three years of credit (maximum allowed) and then would apply for promotion and tenure prior to the sixth year of academic service. For example: given one year of credit, the promotion and tenure application would be due in the fifth year of service; given three years of credit, the promotion and tenure application would be due in the third year of service.

In either option, failure to achieve tenure will lead to a terminal year contract.



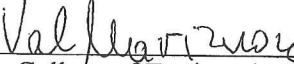


Section 7e. Extension of Probationary Period

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According to NDSU Policy 352 Section 3.6, a faculty member may request an extension of the probationary period not to exceed three years based on institutional, family or personal circumstances. The request may be made any time during the probationary period prior to the sixth year (or prior to the year in which the portfolio is due). Written notification to the Provost must be submitted within one year of the beginning of the event for which the extension is requested and approved prior to July 1 of the year in which the tenure/promotion portfolio is due. A faculty member who submits an extension request during the academic year in which they are to undergo third year review must successfully undergo third-year review and renewal before any extension can take effect. The request must be in writing and will be submitted to the Provost who will review the request and will approve or deny the request. Denial of an extension may be appealed under University Policy 350.4.

Section 7f. Changes to the Department Criteria and Procedures

The Criteria and Procedures for Promotion and Tenure Evaluation of the Department must be periodically reviewed and modified to comply with State Board of Higher Education, and/or CoE policies, to correct errors, to edit for clarity, to respond to issues that are not well addressed, and to reflect the intent of faculty related to the criteria and procedures. The Department PT&E Committee will make the requisite changes and send the changed document to faculty in the Department. The proposed changes are to be shared with all department faculty members at least ten (10) business days prior to the voting. A modified document will be forwarded to the CoE Dean, CoE PTE Committee, and Provost for their approval. Upon approval, faculty will be informed of the changes to the criteria and procedures, and the revised document will be distributed to all Department faculty members.

	10/25/2017
Chair, Construction Management & Engineering PTE Committee	Date
	11/1/2017
Chair, Construction Management & Engineering	Date
	11/2/2017
Chair, College of Engineering PTE Committee	Date
	12/21/2017
Dean, College of Engineering	Date
	6/25/2018
Provost	Date