

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),  
TENURE, PROMOTION GUIDELINES

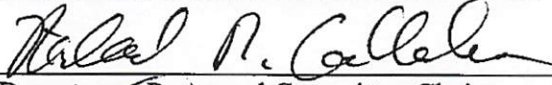
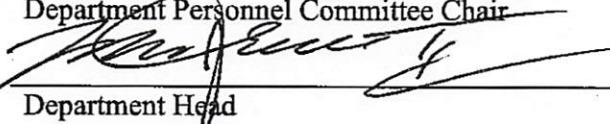
DEPARTMENT: School of Construction Design and Project Management

COLLEGE: Business



SEMESTER/YEAR OF CURRENT REVIEW: Fall 2025

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2028

DEPARTMENT ADOPTION SIGNATURES:

	8/19/25
Department Personnel Committee Chair	Date
	8/19/25
Department Head	Date

APPROVAL SIGNATURES:

	8/20/2025
Dean	Date
	September 18, 2025
Provost	Date

THIS PLAN IS IN EFFECT FROM 8/1/25 , THROUGH 7/31/28 .

# **School of Construction, Design and Project Management**

## **GUIDELINES FOR APPOINTMENT REVIEW, TENURE, PROMOTION, AND MENTOR PROGRAM**

**Fall 2025 through Summer 2028  
Revised: August 2025**

# TABLE OF CONTENTS

School of Construction, Design and Project Management Guidelines .....1

1. Overview .....1

2. Review Responsibilities .....1

3. Performance Review Processes..... 3

4. Mentor Program .....10

Appendix A: Faculty Performance Eval. Criteria for Promotion, Tenure and Annual Review ..... 13

Appendix B: Promotion and Tenure Matrix Form ..... 26

Appendix C: Annual Review Documentation..... 31

Appendix D: CDPM Peer Evaluation of Teaching ..... 32

## ***School of Construction, Design and Project Management Guidelines***

### **1. Overview**

The following guidelines elaborate upon the *Faculty Handbook* and the College of Business Guidelines to make them more explicit and ensure standardization of these procedures within the School of Construction, Design and Project Management.

The following Guidelines for Annual Review, Tenure, Promotion, and Mentoring for the School of Construction, Design, and Project Management (“CDPM” or the “School”) at Missouri State University are adopted to: (1) promote the fulfillment of CDPM and The College of Business (“COB” or the “College”) Goals & Objectives and Mission Statements; (2) satisfy requirements of the Missouri State University (“MSU” or the “University”) Faculty Handbook; (3) assist faculty members serving on CDPM committees in evaluating faculty performance for tenure, promotion and reappointment; and (4) provide guidelines to help faculty members attain School and personal professional goals. School guidelines and documentation requirements are required by Faculty Handbook 4.6 and 4.8.5.

These guidelines are based on the Faculty Handbook, MSU Provost’s Faculty Handbook Checklist for Promotion and Tenure criteria, COB requirements, and the CDPM Goals and Objectives. The review process of applications for tenure and/or promotion through the CDPM Personnel Committee, Academic Unit Leader (“AUL”), Dean and Provost are outlined in Faculty Handbook 4.6. The websites listed below provide further information and resources concerning faculty evaluation, tenure & promotion, and reappointment.

#### **Useful Websites:**

The Missouri State University Faculty Handbook can be found at the following website:

[https://www.missouristate.edu/Policy/Chapter3/G3\\_03\\_FacultyHandbook.htm](https://www.missouristate.edu/Policy/Chapter3/G3_03_FacultyHandbook.htm).

The Provost’s Calendar for Faculty Evaluation, Tenure & Promotion, and Reappointment (the “Provost’s Calendar”) can be found at the following website:

<https://www.missouristate.edu/EVPProvost/FacultyAffairs/FacultyResources/TenureAndPromotion/default.htm>.

Throughout the remainder of this document, any mention of a “Provost-required” form can be found at the following website:

<https://www.missouristate.edu/Provost/FacultyAffairs/FacultyResources/TenureAndPromotion/default.htm>

### **2. Review Responsibilities**

#### **2.1. CDPM Personnel Committee.**

- 2.1.1. The CDPM Personnel Committee is made up of all tenured faculty members in the School. The personnel committee shall designate subcommittees for specific assignments as described in these School guidelines. At all times, the CDPM Personnel Committee makeup will be in accordance with the Faculty Handbook [Section 4.8.3].
- 2.1.2. The CDPM Personnel Committee has ultimate authority in designating and changing the faculty members assigned to each subcommittee.

- 2.1.3. The members of the CDPM Personnel Committee shall elect a chair in May for the following academic year. The chair is responsible for the autonomy of the committee, working with the AUL, convening the committee's meetings, assuring that committee processes are carried out with integrity, and for writing (or delegating the writing of personnel recommendations based on the deliberations of the committee as detailed in Faculty Handbook Section 4.8.3. The CDPM Personnel Committee or its Chair may delegate responsibility to the chair of the appropriate subcommittee.
- 2.1.4. The subcommittees of the CDPM Personnel Committee shall develop original recommendations and provide a written report of those recommendations to all tenured faculty for review and approval.

#### 2.1.5. **Voting Guidelines**

- 2.1.5.1. The vote of all tenured faculty will establish the School faculty's recommendation of a personnel action for reappointment, tenure, and promotion. Section 4.8.3 of the Faculty Handbook outlines voting procedures, minority votes, and procedures if a disagreement exists within the committee or between the personnel committee and the AUL. All personnel committee decisions are made independently from the AUL.
- 2.1.5.2. As candidates who are hired at the Assistant Professor level are assumed to concurrently seek tenure and promotion (Faculty Handbook 3.3.1), the committee's vote on tenure and promotion in these situations shall be integrally linked.
- 2.1.5.3. All meetings in which a vote for tenure and/or promotion will be taken must be scheduled by the CDPM Personnel Committee chairperson and announced at least two weeks prior to the meeting. Meetings should be scheduled so that there are minimal conflicts with any voting faculty's teaching responsibilities. The CDPM Personnel Committee chairperson should make every effort to schedule this meeting to accommodate the needs of all faculty members. A faculty member who cannot attend a scheduled meeting for a legitimate reason will be allowed to submit a written proxy vote (not email) to the CDPM Personnel Committee chair.
- 2.1.5.4. A quorum for all votes for faculty tenure and/or promotion decisions will be at least three-fourths (75%) of the eligible faculty voters. A favorable vote for tenure and/or promotion requires a majority vote of the School's tenured faculty who are at or above the rank being considered.
- 2.1.5.5. Votes for reappointment, tenure, and promotion shall be taken by secret ballot.
- 2.1.5.6. Within subcommittees, a majority vote of the entire committee shall establish the final recommendation of that subcommittee. Neither proxy votes nor email votes are acceptable.
- 2.1.5.7. The CDPM Personnel Committee may choose to utilize the full committee instead of assigning subcommittees on any action.

#### 2.1.6. **Review of these Guidelines.**

- 2.1.6.1. The CDPM School's Personnel Committee will appoint a review subcommittee to conduct a review of the School's "Guidelines for Appointment review, Tenure, and Promotion," in early September of each year. In those instances where the "Faculty Handbook," or College Guidelines are changed the subcommittees shall review the appropriate section of the Guidelines to assure continued compliance with College and University policies.

2.1.6.2. In addition to the yearly review, in early September of every third year, the subcommittee shall solicit all CDPM tenured faculty for suggested modifications, additions, and/or deletions regarding the School's Guidelines.

2.1.6.3. The following procedure will be followed.

2.1.6.3.1. The appropriate subcommittee will review faculty input and revise the appropriate section of these Guidelines. The revised Guidelines shall be available for CDPM Personnel Committee review by mid-September.

2.1.6.3.2. The CDPM Personnel Committee shall meet no later than early October to discuss and vote on proposed modifications.

2.1.6.4. The revised Guidelines shall be made available for use by mid-October.

## **2.2. CDPM Appointment Review Committee.**

2.2.1. The CDPM Appointment Review Committee will consist of a minimum of three tenured school faculty designated by a majority vote of the CDPM Personnel Committee in May, for the following academic year. The CDPM Appointment Review Committee will select a chairperson responsible for receiving appropriate documentation, calling meetings, and forwarding committee recommendations to the CDPM Personnel Committee.

2.2.2. The CDPM Appointment Review Committee will review the applications and supporting materials of all tenure-track faculty members in accordance with the Faculty Handbook, the Provost's office, and the COB Dean's office, and issue the appropriate report and recommendation.

2.3. **CDPM Tenure and Promotion Committee(s).** The CDPM Tenure and Promotion Committee(s) will follow the Academic Unit Personnel Committee policies outlined in 4.8.3 of the Faculty Handbook. The CDPM Tenure and Promotion Committee(s) will select a chairperson responsible for receiving appropriate documentation, calling meetings, and forwarding committee recommendations. In accordance with the Faculty Handbook for promotion, only members of a rank higher than the rank of the person applying for promotion may serve in the decision-making process. More than one promotion committee may be designated, depending upon the ranks being considered. No one may serve on the committee considering his/her application.

**3. Performance Review Processes** **Note:** All materials, reports, acknowledgements, etc. are entered and distributed electronically through the University's faculty evaluation system.

### **3.1 Non-Probationary Faculty Annual Activity Report**

Each non-probationary faculty member (all faculty members who are not tenure-track, i.e., instructors, clinical faculty, and tenured faculty), by a deadline established by the AUL or Provost's Calendar in the early part of the Spring semester, shall submit to the AUL an Annual Activity Report in the format designated by the COB and the CDPM, specifying his/her contributions to teaching, research/scholarly and service activities as detailed in Appendix C of the CDPM Guidelines. This Annual Activity Report is submitted through the University's faculty evaluation system.

### **3.2 Probationary Faculty Annual Reappointment Reviews**

For probationary faculty members (i.e., untenured ranked faculty), the Annual Reappointment Review will satisfy the requirement of an Annual Performance Review. The Annual Reappointment Review of probationary tenure-track faculty members will conform to Faculty Handbook 4.6.1, 4.6.2, 4.6.6 requirements and the timeline set forth in Faculty Handbook 4.6.3 and the Provost's Calendar. Reappointment materials shall be submitted through the University's faculty evaluation system by the appropriate deadline established by the Provost's calendar.

The format of the reappointment review materials is detailed in Section 3.5, and Appendices A and B of the CDPM Guidelines. The CDPM Personnel Committee will review the material and provide a detailed written evaluation and recommendation to the probationary faculty member within the University's faculty evaluation system in accordance with Faculty handbook 4.6.3 and the requirements detailed in this CDPM guidelines document. The CDPM Personnel Committee will evaluate the faculty member's cumulative record as he or she progresses toward tenure, and recommend to reappoint or not reappoint the applicant for the following year. The committee will also specify one of three outcomes:

1. Progress toward tenure/promotion is satisfactory.
2. Progress toward tenure/promotion is questionable.
3. Progress toward tenure/promotion is unsatisfactory.

After acknowledgement of the CDPM Personnel Committee's comments by the candidate, the Personnel Committee's evaluation and candidate materials will be reviewed by the AUL who will add his/her evaluation and recommendation to those of the Personnel Committee. After acknowledgement of the AUL's comments, all comments and candidate materials will be reviewed by the Dean. In accordance with Faculty Handbook 4.6.1, copies of evaluations and recommendations at each level shall be provided to the candidate, who shall undersign those evaluations (to acknowledge receipt) before the review moves to the next level (the candidate's acknowledgement does not imply that the candidate endorses each of the recommendations.)

For reappointment, the probationary faculty member should generally have demonstrated satisfactory performance and progress toward tenure in the areas of teaching, research, and service, consistent with School and College goals and objectives, and should comply with expectations specified in his/her original (or modified) MSU employment contract. However, meeting minimal expectations for annual reappointment is not a guarantee of tenure and promotion. A probationary faculty member should take immediate steps to address any concerns noted in annual evaluations.

In the case of a nonrenewal recommendation for a probationary faculty member, all of the evaluations and recommendations shall be forwarded to the Provost. At each step, the CDPM Personnel Committee chair or appropriate administrator shall sign the evaluation/recommendation and the probationary faculty member shall also sign the evaluation to acknowledge receipt. Non-renewal recommendations will follow the timeline set forth in Faculty Handbook 4.6.3 and the Provost's Calendar.

### 3.3 Annual Review with Academic Unit Leader

After submitting the materials described in either Section 3.1 or Section 3.2 above, each faculty member shall meet with the AUL to discuss prior performance and future performance objectives.

The AUL will provide each faculty member with a written evaluation of the performance review of teaching, research and service shortly after the review meeting using the appropriate Provost-required form in the University's faculty evaluation system. This written evaluation shall be acknowledged by the faculty member and AUL through the University's faculty evaluation system and placed in the faculty member's personnel file (The candidate's acknowledgement does not imply that the candidate endorses each of the recommendations). This evaluation and the faculty member's written response, if any, will be available to the AUL and to the CDPM Personnel Committee for reappointment, tenure, or promotion considerations.

### 3.4. Promotion and Tenure Reviews.

#### 3.4.1. Requirements and Criteria for Promotion and Tenure.

- 3.4.1.1. **Promotion.** The Faculty Handbook, Section 3, discusses Academic Personnel Policies. Specifically, the basis for appointment and eligibility for promotion for non-tenure track faculty positions are as follows: Instructor, Section 3.5.1, Senior Instructor, Section 3.5.2., and Clinical Faculty 3.5.11. Instructors, clinical assistant professors, and clinical associate professors are eligible to apply for promotion after serving five years in their current position. The basis for appointment and eligibility for promotion in each tenure track rank are as follows: Assistant professor, section 3.3.1; Associate Professor, Section 3.3.2; Professor, Section 3.3.3; and Distinguished Professor, Section 3.3.4.
- 3.4.1.2. **Tenure.** A decision to grant tenure must reflect an assessment of high professional competence and performance measured against University standards. Tenure is based on a thorough evaluation of the candidate's total contribution to the University. While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of an academic unit, all evaluations for tenure shall address the manner in which each candidate has performed in teaching, research, and service. Basic competence in itself is not sufficient to justify granting tenure, for such competence is a prerequisite for the initial appointment. Recommendations for tenure are made in accordance with School, College, and University policies and procedures as further detailed in Section 3.7 of the Faculty Handbook. The tenure decision shall occur at the latest during the sixth year of probationary status excepting those circumstances where the Provost has granted a temporary stopping of the tenure clock as detailed in Section 3.3.1 of the Faculty Handbook.
  - 3.4.1.2.1. Only tenure track faculty are eligible for tenure [Faculty Handbook 3.7.2].
  - 3.4.1.2.2. The locus of tenure is in the University [Faculty handbook 3.9].
- 3.4.1.3. This section establishes CDPM criteria for promotion and tenure. The performance criteria that define the standards for promotion and tenure are outlined in Table 1 below where performance levels are defined as *Expected = 1, Above Expected = 2 and Excellent = 3*:
- 3.4.1.4. In addition to the CDPM criteria for promotion and tenure, each candidate must meet standards of ethical behavior and collegiality described in the Faculty Handbook and



required of the profession. More specifically, CDPM values and requires collegiality as it refers to cooperative interaction with individuals and groups in the School, College, University, and with those at other universities. It also includes cooperative interaction with those in industries and organizations associated with CDPM academic programs. While not specifically addressed in performance criteria, serious breaches of professional ethical standards and/or inappropriate conduct towards others, including conduct inconsistent with notions of collegiality as provided in Faculty Handbook 1.1.3.4, may provide grounds for denying tenure/promotion.

**Table 1: School of Construction, Design and Project Management  
Standards for Tenure and Promotion  
Scoring System:**

**BELOW EXPECTED = 0; EXPECTED = 1; ABOVE EXPECTED = 2; EXCELLENT = 3**

TENURE OR PROMOTION TO RANK		PERFORMANCE CATEGORY			MINIMUM TOTAL POINTS
		TEACHING	RESEARCH	SERVICE	
ASSOCIATE PROFESSOR AND TENURE	OPT. A	2	2	1	5
	B	2	1	2	5
	C	1	2	2	5
	D	3	1	1	5
	E	1	3	1	5
FULL PROFESSOR	OPT. A	3	2	2	7
	B	2	3	2	7
	C	3	3	1	7
	D	3	1	3	7
	E	1	3	3	7
	F	2	2	3	7

PROMOTION TO RANK		PERFORMANCE CATEGORY		MINIMUM TOTAL POINTS
		TEACHING	SERVICE	
SENIOR INSTRUCTOR	OPT. A	1	2	3
	B	2	1	3
CLINICAL ASSOCIATE PROFESSOR	OPT. A	1	3	4
	B	2	2	4
	C	3	1	4
CLINICAL FULL PROFESSOR	OPT. A	2	3	5
	B	3	2	5

- 3.4.1.5. Table 1 outlined above is presented only to clarify the optional performance paths and suggest the relative weight of evidence of performance required to distinguish professional rank or tenure. It is not intended to prescribe a numeric system for measuring performance levels. A more detailed description of these performance criteria are found in Appendix A: *Faculty Performance Evaluation Criteria for Promotion, Tenure, and Annual Review*.
- 3.4.1.6. Decisions to grant tenure or to promote individual faculty members are inherently and inescapably judgmental. While the criteria offer general guidelines to evaluate candidates, expectations for each individual faculty member may vary based on specific assignments and circumstances. Individuals charged with making evaluations are expected to use their best professional judgment when applying the criteria described in the Faculty Handbook.
- 3.4.1.7. Non-tenure track academic positions are given term appointments that automatically terminate upon the expiration of the specific term [Section 3.5]. However, Instructors and Clinical Faculty may be promoted in accordance with the Faculty Handbook Sections 3.5.2 and 3.5.11, respectively.
- 3.4.1.8. **Early Promotion and Tenure.** Assistant Professors normally apply for promotion and tenure in their sixth year of probationary status at Missouri State. However, individuals with exceptional records of accomplishments may apply for promotion and tenure in their fourth or fifth year (adjusted as described in the Faculty Handbook for those faculty hired with credit granted toward tenure). A potential candidate should receive initial guidance from the AUL and Dean regarding the criteria and expectations for early tenure and early promotion. Early tenure and early promotion are granted only in exceptional circumstances and for compelling reasons. At a minimum, accomplishments in both the Teaching and Research criteria identified in Table 1 must be at an excellent level.
- 3.4.2. **Pre-Tenure/Pre-Promotion and Pre-Promotion Reviews.** Pre-Tenure/Pre-Promotion Review and Pre-Promotion Review are discussed in Sections 4.6.1 and 4.6.5.1, respectively, of the Faculty Handbook. These reviews will constitute that year's regular performance review for the faculty member. Documentation follows the flow chart in the Faculty Handbook.

3.4.3. **Tenure/Promotion and Promotion Reviews.** The tenure/promotion and promotion reviews are discussed at length in sections 4.6.2 and 4.6.3 of the Faculty Handbook, and follows the procedure outlined therein.

3.4.3.1. **External Reviews for Tenure/Promotion and Promotion Reviews.** It is expected that, in the case of tenure track actions, external reviews will be solicited from faculty at four comparable institutions by the AUL to aid each tenure/promotion or promotion decision. External reviewers will be identified collaboratively by the faculty member and the AUL working with the personnel committee and in consultation with the College Dean. The AUL is responsible for obtaining a sufficient number of reviews. The external review process will be in accordance with Faculty Handbook 4.8.2.2 and the Faculty Evaluation Calendar published by the Provost's Office.

3.5. **Supporting Documentation for Reappointment, Tenure and Promotion.** Applicants shall submit supporting documentation on or before the date set by the Provost's Calendar. Supporting documentation is submitted through the University's faculty evaluation system. Although additional objective evidence may be requested by the committee, the following represents the minimum level of documentation to be submitted:

3.5.1. Formal cover letter of application and request for review by subcommittee.

3.5.2. Vita.

3.5.3. Performance summary including but not limited to:

3.5.3.1. Philosophy of teaching,

3.5.3.2. Major accomplishments,

3.5.3.3. Brief summary of teaching, research and service.

3.5.4. Section 1: Assessment

3.5.4.1. Evaluation reports covering the last six years or since last appointment/hire from:

3.5.4.1.1. Dean,

3.5.4.1.2. AUL,

3.5.4.1.3. Committees,

3.5.4.1.4. Subcommittees.

3.5.4.1.5. Note: compensation reports shall not to be used.

3.5.5. Section 2: Teaching

3.5.5.1. General summary of teaching performance.

3.5.5.2. Chronological summary of classes taught, including teaching evaluations and significant improvements implemented.

3.5.5.3. Supporting objective evidence including but not limited to:

3.5.5.3.1. Copies of all teaching evaluations including all student comments during evaluation period,

3.5.5.3.2. Faculty's Course Overview and Evaluations for each course taught,

3.5.5.3.3. Samples of course syllabus, major assignments, teaching aids.

3.5.5.4. Other items as appropriate (e.g., documentation of teaching awards/honors, promotion of the University's Public Affairs Mission, etc.).

3.5.5.5. Reporting in teaching should include only service at MSU.

3.5.6. Section 3: Research:

3.5.6.1. General summary of research performance.

3.5.6.2. Chronological summary of scholarly activity organized into four categories:

3.5.6.2.1. Refereed journal articles (letter of acceptance if accepted but not published),

3.5.6.2.2. Conference proceedings,

3.5.6.2.3. Grants.

3.5.6.2.4. Miscellaneous, including but not limited to:

3.4.6.2.4.1. Contributions to textbooks,

3.4.6.2.4.2. Presentations,

3.4.6.2.4.3. Participation as a reviewer.

3.5.6.3. Supporting objective evidence should include:

3.5.6.3.1. Copies of all journal publications (accepted and submitted) covering the last six years.

3.5.6.3.2. Grants, including:

3.5.6.3.2.1. Copies of grant award letters,

3.4.6.3.2.2. Summary reports for completed projects,

3.4.6.3.2.3. In- progress reports,

3.4.6.3.2.4. Submitted grant application still eligible for funding.

3.5.6.3.3. Samples of other scholarly activity.

3.5.6.4. Reporting in research may include lifetime accomplishments.

3.5.6.5. Other objective evidence as appropriate.

3.5.7. Section 4: Service

3.5.7.1. General overview summary of service activity.

3.5.7.2. Chronological overview of service both within the University and the community during the last six years or since date of last appointment.

3.5.7.3. Supporting objective evidence may include:

3.5.7.3.1. Letters of appointment,

3.5.7.3.2. Letters of appreciation,

3.5.7.3.3. Awards,

3.5.7.3.4. Recognitions,

3.5.7.3.5. Other objective evidence as appropriate.

### 3.5.7.3.6.

## 4. Mentor Program

### 4.1. Introduction.

- 4.1.1. CDPM's mission to achieve and sustain excellence in its academic programs adheres to the philosophy of university collegiality, teamwork, and professionalism. The School's Mentor Program is designed to assist the AUL and faculty in their individual and collective pursuits in achieving the missions of the University, College and School.
- 4.1.2. The primary goal of the Mentor Program is to optimize the individual and collective performances of CDPM faculty by promoting a collegial and collaborative relationship between faculty members. An important feature of the CDPM Mentor Program is its correlation to the School's reappointment, promotion, and tenure guidelines.
- 4.1.3. Most specifically, the Mentor Program (MP) is designed to mentor three categories of faculty members: 1) newly hired faculty, 2) faculty members with performance below "expected" or "competent" in one or more of the three areas of teaching, research, and service, and 3) faculty who request mentoring.
- 4.1.4. The overall purpose of the CDPM Mentor Program is to assist CDPM faculty in optimizing their respective and collective performances. The mentoring process is, therefore, a critical part of the School's commitment to continuous improvement.
- 4.1.5. In addition to the Mentor Program, it is expected that each faculty member in the School, regardless whether they are non-tenured or tenured faculty, will function as a mentor to any faculty member who requests advice, assistance, or collaboration in any one of the three areas of teaching, research, and/or service, thus increasing teamwork within the School.

**4.2. Duration of Mentoring Program.** The faculty member's mentor(s) and the AUL shall be responsible for setting the duration of the Mentor Program for each faculty member. For newly hired faculty and for faculty with performance below expected, the duration shall be at least 2 years.

**4.3. Selection of Mentors.** Individual faculty members who serve as a mentor are required to meet the following:

- 4.3.1. The mentor shall be elected by a majority vote of the CDPM Personnel Committee from the tenured faculty in the School or from within the college.
- 4.3.2. Mentors should be tenured-faculty recognized as having achieved or exceeded expected performance in all three areas of teaching, research, and service.

### 4.4. Newly Hired Faculty.

- 4.4.1. Preferably before classes begin, but no later than the third week of the faculty member's first semester, new faculty members should meet separately with the AUL and with their respective mentor(s).
- 4.4.2. The purpose of these meetings is as follows
  - 4.4.2.1. To establish collegiality between the new faculty member and the School faculty,
  - 4.4.2.2. To review the Faculty Handbook,
  - 4.4.2.3. To discuss campus resources that enhance teaching, research, and service, including possible awards and grants,
  - 4.4.2.4. To discuss portfolio construction,

- 4.4.2.5. To list social and other networking events within the School, College, and University, and in the community-at-large,
- 4.4.2.6. To outline College and School procedures and policies, and
- 4.4.2.7. To delineate the University's, College's, and School's appointment review, promotion, and tenure policies.
- 4.4.3. The newly hired faculty member's responsibilities include the following:
  - 4.4.3.1. To meet with the mentor(s) assigned to the newly hired faculty member.
  - 4.4.3.2. To meet with the AUL.
  - 4.4.3.3. To develop a plan that
    - 4.4.3.3.1. Outlines the individual's annual goals, including measurable actions for achieving those goals, in the three areas of teaching, research, and service; and
    - 4.4.3.3.2. Establishes milestones to monitor progress in achieving the goals.
  - 4.4.3.4. To meet and submit the final plan in a joint meeting with the mentor(s) and AUL, no later than nine weeks following the first meeting.
- 4.4.4. There shall be at least one meeting per semester between the mentor(s) and the newly hired faculty member throughout the duration of the mentoring program. The newly hired faculty member shall record the minutes of this meeting that shall be signed and agreed to by both the mentor(s) and the newly hired faculty member.

#### **4.5. Faculty with Performance Below Expected or Below Competent.**

- 4.5.1. The Mentor Program is also designed to assist faculty members whose performance has been determined to be below "expected" or "competent" in one or more of the following areas: teaching, research, or service activities.
- 4.5.2. The AUL and the Personnel Committee shall monitor the performance of the School faculty and ascertain whether a faculty member's performance warrants that the faculty be referred to the Mentor Program.
- 4.5.3. The faculty member's responsibility in the Mentor Program include the following:
  - 4.5.3.1. To meet with the mentor(s) assigned to that faculty member no later than three weeks after the AUL notified him or her of being referred to the Mentor Program. [This meeting is to be set by that faculty member's mentor(s) in consultation with faculty member.] The purpose of this meeting is to delineate the CDPM School's reappointment and promotion policies that relate to the faculty member's circumstances.
  - 4.5.3.2. To develop a plan that
    - 4.5.3.2.1. Outlines the individual's annual goals, including measurable actions for achieving those goals, in the three areas of teaching, research, and service; and
    - 4.5.3.2.2. Established milestones to monitor progress in achieving the goals.
  - 4.5.3.3. To meet and submit the final plan in a joint meeting with the mentor(s) and AUL, no later than nine weeks following the first meeting.
- 4.5.4. There shall be at least one meeting per semester between the mentor(s) and the faculty member throughout the duration of the mentoring program. The faculty member shall record the minutes of this meeting that shall be signed and agreed to by both the mentor(s) and the newly hired faculty member.

**4.6. Faculty Member Requesting Assistance.** Any faculty member in CDPM may request assistance from School mentors. Under these circumstances, the faculty/mentor relationship is one to be established by the nature of the request.

**4.7. Responsibilities of the Mentor(s).** The responsibilities of the mentor(s) include the following:

- 4.7.1. To meet with the faculty member to delineate policies and procedures.
- 4.7.2. To assist, review, and advise the faculty member in developing an action plan designed to meet or exceed expected and/or competent performance in teaching, research, and service.
- 4.7.3. To monitor the faculty member's progress in achieving his or her plan, including, but not limited to, establishing collegiality with the faculty member, visiting the faculty member's classroom (use form in Appendix D: CDPM Evaluation of Teaching), evaluating the faculty member's teaching, requesting additional meetings with the faculty member, conducting informal visits or "chats" with the faculty member, etc.
- 4.7.4. At the option of the mentor, the following feedback may be given:
  - 4.7.4.1. A report of planned meeting dates, actual meeting dates, and minutes of the meetings to the AUL and the faculty member, or to the faculty member only.
  - 4.7.4.2. A progress report, at the end of each academic year, to the AUL and the faculty member, or to the faculty member only.
  - 4.7.4.3. Any other written or oral feedback to the AUL and the faculty member, or to the faculty member only.

**4.8. Responsibilities of the Academic Unit Leader.** The AUL's responsibility in the mentoring process includes the following:

- 4.8.1. To meet with the faculty member to delineate policies and procedures.
- 4.8.2. To assist, review, and counsel the faculty member in developing an action plan that is designed to meet or exceed expected performance (and competent performance) in teaching, research, and service.
- 4.8.3. To monitor the faculty member's progress in achieving his or her plan.
- 4.8.4. To formally acknowledge, within two weeks of its reception, receipt of the faculty member's submitted plan, and, at the option of the AUL, to provide written or oral feedback to the candidate.

**4.9. Changing Mentors.** In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the faculty member or the mentor should seek confidential advice from the AUL or the chair of the Personnel Committee. Changes can be made without prejudice or fault. In any case, faculty members are encouraged to seek out additional mentors as the need arises.

## Appendix A: Faculty Performance Evaluation Criteria for Promotion, Tenure, and Annual Review

The following sections describe three dimensions of faculty performance - teaching, research, and service - used by the School of Construction, Design and Project Management to evaluate candidates for promotion and tenure decisions. These three dimensions are also used as a basis for the annual review process for all faculty members who are not tenure-track or currently not pursuing promotion (i.e., instructors, clinical faculty, and tenured faculty). Each dimension is defined, types of measures are described, and criteria for different levels of performance are suggested.

### I. Rating Factor Criterion: Teaching

Teaching is among the most important faculty responsibilities in any institution of higher education. According to the Faculty Handbook, “While the University recognizes the individual importance and collective synergies of Teaching, Research, and Service, its first obligation is to the teaching of undergraduate and graduate students.” Thus, no serious consideration will be given to promotion or tenure unless a candidate can demonstrate effective teaching.

The January 1998 presentation of the report by the *Missouri State University Committee on Teaching Effectiveness* to the Faculty Senate outlines a useful approach to defining teaching effectiveness. This report recognizes that teaching evaluation is a multidimensional activity. This suggests that no single measure is adequate to assess the total domain of teaching effectiveness. Instead, different measures should be used to assess different dimensions of teaching. Thus, in the evaluation of a candidate, the Personnel Committee should consider multiple measures of teaching effectiveness, and the validity of each specific measure for assessing the dimension of teaching effectiveness it presumes to measure.

### A. Measures of Teaching Effectiveness

- 1) **Self-Evaluation:** An essential measure of teaching effectiveness is the individual faculty member’s critical review of his or her own teaching approaches and philosophies and self-review of teaching tools and techniques. This measure of teaching effectiveness can be useful for assessing organization and preparation, teaching objectives, course content and rigor, and subject knowledge. Additionally, this measure can be used to evaluate course development activities, active attempts to improve teaching, and efforts to incorporate new instructional technology into the class. This method should not be used to assess dimensions such as presentation skills or attitude measures. Examples of possible measures might include some of the following, or other related measures:
  - a) Statements of teaching philosophy.
  - b) Course materials including syllabi, exams, and handouts.
  - c) Evidence of course development.
  - d) Student work samples.
  - e) Activities to improve teaching effectiveness (seminars, workshops, etc...)



- 2) **Peer Evaluation:** An essential measure of teaching performance is review by faculty colleagues. Peer review should include review of course materials and other documents described above in “self-evaluation” to establish the appropriateness of course content and methods, course rigor, and organization skills. Peer review can also be used to assess subject matter knowledge and, if class observation is used, presentation and communication skills. Examples of possible measures might include some of the following, or other related measures:
  - a) Critical review of course materials and philosophy statements.
  - b) Class visits and observation
  - c) Assessment of professional development activities to assess subject knowledge.
- 3) **Reaction Measures:** Reaction measures regarding individual faculty performance are important measures of teaching effectiveness. Reaction measures should be used to evaluate the presentation skills of the faculty member including the ability to present clear course objectives, the ability to present material effectively, and efforts to motivate and involve students. Reaction measures may also be used to assess perceptions of a faculty member’s willingness to treat students fairly, and to treat students with respect and dignity. Finally, reaction measures can be used to assess faculty willingness to assist and encourage students, and to provide them reasonable access and timely feedback. Reaction measures should not be used to assess course rigor, faculty member subject knowledge, or course content. The committee should exercise caution in the interpretation of formal student evaluation instruments, recognizing both the influence of the context of the evaluation process, and the limits of practical and statistical significance in the numerical outcomes. Rather more emphasis should be given to specific items on an instrument than on total average scores. In addition, evaluations of scores should be criterion referenced rather than norm referenced. Examples of reaction measures could include some of the following, or other related measures:
  - a) Ratings on items and dimensions of formal student evaluation forms.
  - b) Student, alumni, and/or employer feedback or comments.
  - c) Student interviews or focus groups.
- 4) **Outcome Measures:** Outcome measures represent additional indices of the effectiveness of one’s teaching. Specifically, outcome measures assess learning. The committee should consider, however, that outcome measures are subject to numerous threats to internal validity not present with other measures of teaching effectiveness. Therefore, outcome measures should be used judiciously. Outcome measures such as grade distributions and performance on standardized final exams may be used in context to assess knowledge acquisition and course rigor. Other measures such as scores on standardized tests are subject to contamination (forces outside the individual faculty member’s control), and while useful to assess academic programs, should be used with caution as indicators of individual teaching effectiveness. Examples of outcome measures might include some of the following, or similar measures:
  - a) Course final grade distributions.
  - b) Scores on program or standardized final exams.
  - c) Pretest-posttest results.
  - d) Performance on standardized exams.

## **B. Descriptions of Criterion Levels for Teaching**

The definitions of three different levels of teaching effectiveness follow. These will serve as a basis for establishing criteria for tenure and promotion when incorporated with the research and service categories. However, establishing specific, objective, and measurable criteria for teaching performance is probably neither possible nor desirable. Instead, the committee must use careful, considered, professional judgment in

deciding the appropriateness of rating a candidate at a specific level. The committee must consider the entire context of the teaching environment, the various dimensions of teaching performance, and the totality of the evidence presented by the candidate.

### 1) **Expected Performance**

All candidates must perform at an expected level in each of the following dimensions as described in order to merit a rating of “expected” in teaching effectiveness:

- a) Course rigor and content: The faculty member must provide evidence of adequate course rigor and content based on self evaluations, peer evaluations of course materials, and/or outcome measures.
- b) Subject knowledge: The faculty member must demonstrate command of the subject matter and strong knowledge of discipline based on self and peer evaluations of course materials.
- c) Presentation, organization, and preparation skills: The faculty member must provide evidence of adequate presentation, organization, and preparation skills based on reaction measures, self evaluations, and/or peer evaluations.
- d) Course development: The faculty member must demonstrate adequate ongoing efforts in course development activities and/or developing and implementing new instructional technologies or innovative teaching strategies as based on self and peer evaluations.
- e) Appropriate conduct toward students: The faculty member must be able to demonstrate appropriate conduct toward students. This includes an attitude of respect for students, availability and willingness to assist students, and fairness in the application of policies. This also includes efforts to motivate students and encourage questions, and provide adequate and timely feedback regarding assignments and exams. This dimension should utilize reaction measures complimented by self and peer evaluations.
- f) Other evidence to demonstrate “expected” teaching including:
  - (i) Expected student advising.
  - (ii) Nominations for teaching awards
  - (iii) Assisting students with internships or employment opportunities.
  - (iv) Independent Studies.
  - (v) Grants related to instruction.
  - (vi) Other related activities.

### 2) **Above Expected Performance**

The following dimensions of teaching performance must be considered to establish a rating of “above expected” in teaching effectiveness. To merit an “above expected” rating, the faculty member should be able to demonstrate strong performance in the majority of the following dimensions, and expected levels in all:

- a) Course rigor and content: The faculty member must provide evidence of high levels of course rigor and strong content based on self-evaluations, peer evaluations of course materials, and/or outcome measures.

- b) Subject knowledge: The faculty member must demonstrate command of the subject matter and knowledge of the discipline based on self and peer evaluations of course materials.
- c) Presentation, organization, and preparation skills: The faculty member must provide evidence of good presentation, organization, and preparation skills based on reaction measures, self-evaluations and/or peer evaluations.
- d) Course development: The faculty member must demonstrate continuous and energetic efforts in course development activities and/or developing and implementing new instructional technologies or innovative teaching strategies as based on self and peer evaluations.
- e) Appropriate conduct toward students: The faculty member must be able to demonstrate appropriate conduct toward students. This includes an attitude of respect for students, availability and willingness to assist students, and fairness in the application of policies. This also includes efforts to motivate students and encourage questions, and provide adequate and timely feedback regarding assignments and exams. This dimension should utilize reaction measures complimented by self and peer evaluations.
- f) Other evidence should be presented by the faculty member to demonstrate “above expected” teaching including:
  - (i) Being the recipient of a teaching award or awards.
  - (ii) Outstanding student advising and/or thesis advising.
  - (iii) Assisting students with internships or employment opportunities.
  - (iv) Independent Studies.
  - (v) Grants related to instruction.
  - (vi) Involving students in research activities.
  - (vii) Other related activities.

### 3) **Excellent Performance**

The following dimensions of teaching performance must be considered to establish a rating of “excellent” in teaching effectiveness. The faculty member should use a combination of the measures described above to demonstrate strong levels of performance in all dimensions:

- a) Course rigor and content: The faculty member must provide evidence of high levels of course rigor and strong content based on self-evaluations, peer evaluations of course materials, and/or outcome measures.
- b) Subject knowledge: The faculty member must demonstrate command of the subject matter and strong knowledge of discipline based on self and peer evaluations of course materials.
- c) Presentation, organization, and preparation skills: The faculty member must provide evidence of good presentation, organization, and preparation skills based on reaction measures, self-evaluations, and/or peer evaluations.
- d) Course development: The faculty member must demonstrate continuous and energetic efforts in course development activities and/or developing and implementing new instructional technologies or innovative teaching strategies as based on self and peer evaluations.

- e) Appropriate conduct toward students: The faculty member must be able to demonstrate appropriate conduct toward students. This includes an attitude of respect for students, availability and willingness to assist students, and fairness in the application of policies. This also includes efforts to motivate students and encourage questions, and provide adequate and timely feedback regarding assignments and exams. This dimension should utilize reaction measures complimented by self and peer evaluations.
- f) Other evidence may be presented by the faculty member to demonstrate “excellent” teaching including:
  - (i) Being the recipient of a teaching award or awards.
  - (ii) Outstanding student advising and/or thesis advising.
  - (iii) Assisting students with internships or employment opportunities.
  - (iv) Independent Studies.
  - (v) Grants related to instruction.
  - (vi) Involving students in research activities.
  - (vii) Other related activities.

## II. Rating Factor Criterion: Research

The Faculty Handbook states that research (scholarly productivity) is an “integral and indispensable” part of the university’s basic function to create, preserve, and transmit knowledge and otherwise facilitate student learning. Thus, research is considered to be an essential faculty role responsible for maintaining the individual faculty member’s competence, contributing to the education of students, and advancing the interests of one’s profession and the needs of society. Therefore, research productivity should be considered in tenure and promotion decisions. The Faculty Handbook provides taxonomy of scholarship/research that forms the basis for the School of Construction, Design and Project Management’s criteria for promotion and tenure [Faculty Handbook 4.2.2].

### A. Types of Research

The following provides examples of different types of activities that fall under each of three research categories. The list is not meant to be either exclusive or exhaustive. The personnel committee must exercise considered professional judgment, both when deciding whether a faculty member’s contribution fits a specific category, and on evaluating the significance of the contribution.

- 1) **Scholarship of Discovery:** Recognized as an essential element of the mission of the University, College, and the School, scholarship of discovery is highly valued for both tenure and promotion. Evidence of scholarship of discovery is not required for tenure and promotion, but does provide strong evidence of research quality. Examples include:
  - a) Original research findings published in peer-reviewed scholarly journals.
  - b) Scholarly books or monographs that advance understanding.
  - c) Successful external grant applications for research.
  - d) Presentation of original research findings at national or international, peer-reviewed professional meetings.

- 2) **Integrative and Applied Research:** Recognized as essential elements of the mission of the University, College, and the School, integrative and applied research is required for tenure and promotion. Examples include:
  - a) Published professional or applied research peer-reviewed journal articles:
  - b) Presentation of integrative or applied research at national, peer-reviewed meetings (paper or case presentations).
  - c) Published textbook summarizing existing research.
  - d) Published literature reviews or position papers.
  - e) Published critical reviews of scholarly projects.
  - f) Successful external grant applications for applied research.
- 3) **Professional Development and Other Research:** Recognized as essential elements of the mission of the University, College, and School, this category includes activities designed to maintain professional competence in one's field. All members of the School *must* engage in this form of activity for tenure and promotion, but it alone *is not sufficient* for tenure and/or promotion. Examples include:
  - a) Staying abreast of current literature of the field.
  - b) Contributions in others' published work such as textbooks chapters, readings books, case books, and other ancillary materials.
  - c) Book/article reviews.
  - d) Editorial responsibilities: professional publications, proceedings, and other discipline-related media.
  - e) Editorial/manuscript reviewer for professional publications, textbook publishers, professional conferences.
  - f) Discussant/attendance at international, national, regional, and local conference.

## **B. Descriptions of Criterion Levels for Research Productivity**

The definitions of three different levels of research productivity (expected, above expected and excellent performance) are covered in this section. These will serve as a basis for establishing specific criteria for tenure and promotion when incorporated with teaching and service categories.

All published articles are expected to comply with the College of Business Predatory Journal Policy, as explained in Section 3.9 of the College of Business Policy Manual.

### **1) Expected Performance**

The following two criteria should be satisfied:

- a) The normal minimum expectation is an average of one peer-reviewed publication involving original, applied or integrative research, and/or scholarly book per year in rank. Some guidelines include the following:
  - (i) Meeting minimum productivity requirements does not guarantee an "expected" rating. The committee must evaluate the faculty member's contribution to ensure that it meets an acceptable level of quality. Original empirical research is not required, but evidence of integrative and applied research must be demonstrated.

- (ii) The normal minimum productivity requirement applies to the applicant's last full year of service. As an example, an assistant professor progressing normally and applying for tenure in his or her fifth year of service would normally be expected to have a minimum of four peer-reviewed publications.
  - (iii) Faculty members with three peer-reviewed publications in a five year period may be considered to be at the expected level of performance only if the contributions are judged to be of substantial quality, if the faculty member is a major contributor to the publications, if the publications are in the faculty member's field of expertise, and if the faculty member presents additional supporting evidence of scholarly activity such as paper presentations, proceedings, working papers, published cases, or works under review.
  - (iv) A faculty member with fewer than three peer-reviewed publications in a five-year period will not be considered to be at the expected level of performance.
  - (v) In general, contributions unconditionally accepted by, or published in, peer reviewed outlets, or scholarly books published or in press meet this criterion.
  - (vi) The strength of the contribution must also be considered in the evaluation of research quality in that there should be evidence of an individual faculty member's contributions through single or first authorship status in at least some of the contributions.
  - (vii) Truly interdisciplinary efforts are encouraged where the faculty member can bring his/her expertise to bear with professional peers on difficult or unusual problems or to facilitate the creative redefinition of issues. Publications out of one's field that do not meet this criterion will be considered, but some research activity in one's own field must be in evidence.
  - (viii) An amount of research activity above the minimum productivity requirements must be considered as additional evidence of performing at the expected level.
- b) Other evidence of either integrative or applied research as described above such as successful grant applications, presentations at professional meetings, proceedings publications, works under review, textbook writing, etc., should be considered as evidence of meeting the expected level of performance, particularly where a faculty member has met only the minimum requirements for peer-reviewed publishing described above. Evidence of being continuously and actively engaged in professional development through attendance at professional meetings and conferences, through active involvement in professional organizations, or other significant personal development activities, is required.

## 2) Above Expected Performance

The following three criteria should be satisfied:

- a) The normal minimum expectation is an average of one peer-reviewed publication involving original research, applied or integrative research, and/or scholarly book per year in rank. The quality of the contributions should reflect a significant contribution to one's discipline. Some guidelines include:

- (i) All publications must be evaluated on the basis of the reputation of the journal, or through book reviews, citation indexes, or any other evidence of the quality of the contribution. While the publication of original research (scholarship of discovery) is indicative of this level of performance, it is not required for this criterion. Evidence of applied or integrative research is required but may be of lesser quality than that required by the “excellent” level.
  - (ii) The normal minimum productivity requirement applies to the applicant’s last full year of service. As an example, an associate professor applying for promotion in his or her tenth year of service would normally be expected to have a minimum of nine peer-reviewed publications and/or scholarly books.
  - (iii) The strength of the individual contribution should also be considered in that there should be some evidence of an individual faculty member’s contributions through single and first authorship status in some of the publications.
  - (iv) Truly interdisciplinary efforts are encouraged where the faculty member can bring his/her expertise to bear with professional peers on difficult or unusual problems or to facilitate the creative redefinition of issues. Publications out of one’s field that do not meet this criterion may be considered, but evidence of “above expected” performance requires substantial activity in one’s own field.
  - (v) An amount of research activity above the minimum productivity requirements must be considered. Productivity above minimal requirements may be one indication of performance above the “expected” level of performance.
- b) Other evidence of original, integrative, or applied research such as successful grant applications, presentations at professional meetings, textbook writing, etc., should be considered. Evidence of being continuously and actively engaged in professional development through attendance at professional meetings and conferences, through active involvement in professional organizations, or other significant personal development activities, is required.
  - c) Some evidence that faculty member serves as a resource person with regard to research activities of others should be considered. The faculty member should serve as a conduit of essential information through attending and participating in professional activities, through reviewing and critiquing recent work, or through serving as a consultant to groups outside the university.

### 3) **Excellent Performance**

The following three criteria should be satisfied:

- a) The normal minimum expectation is an average of one peer-reviewed publication involving original research, applied or integrative research, and/or scholarly book per year in rank. A record of continuous scholarly activity is required for all levels of performance. However, the distinction between a rating of “excellent” and a lower rating requires evaluating both the overall quality of the faculty member’s contributions and his or her level of activity. Some guidelines include the following:
  - (i) All publications must be evaluated on the basis of the (1) reputation of the journal or

publishing outlet, (2) reviews of the article, book, or other contribution, (3) evidence of recognition provided by citation indices, or (4) any other evidence of the quality of the contribution. While scholarship of discovery is not required to place someone at this level, it would be considered strong support of high quality. In the absence of scholarship of discovery, strong evidence of a body of integrative and applied research is required.

- (ii) The normal minimum productivity requirement applies to the applicant's last full year of service. As an example, an associate professor applying for promotion in his or her tenth year of service would normally be expected to have a minimum of nine peer-reviewed publications and/or scholarly books.
  - (iii) Significant evidence of the faculty member's individual contribution on the basis of authorship must be considered. In general, single and first authorship will be given considerable weight as evidence of one's individual contribution. Contributions with multiple authorship may be considered, but should be given lesser weight.
  - (iv) Truly interdisciplinary efforts are encouraged where the faculty member can bring his/her expertise to bear with professional peers on difficult or unusual problems, or to facilitate the creative redefinition of issues. However, an abundance of publications out of one's field should generally not be evidence of "excellent" performance unless they meet this criterion. Multiple authored, out-of-field publications generally should not be considered evidence of "excellent" research performance.
  - (v) An amount of research activity above the minimum productivity requirements must be considered. The volume of activity may not compensate for lack of quality, but will provide additional evidence of "excellent" performance.
- b) Other significant evidence of original, integrative, or applied research such as successful grant applications, presentations at national or international professional meetings, textbook writing, etc., should be considered. Evidence of being continuously and actively engaged in professional development through attendance at professional meetings and conferences, through active involvement in professional organizations, or other significant personal development activities, is required.
  - c) Strong evidence that faculty member serves as a resource person with regard to scholarship and research activities of others is required. The faculty member will serve as a conduit of essential information through attending and participating in professional activities, through reviewing and critiquing recent work, or through serving as a consultant to groups outside the university.

**The following is an alternative expectation acceptable for the Digital Fashion and Merchandising (DFM) program that supplements the three levels of research productivity:**

The DFM Program expects that for tenure and/or promotion to be achieved one must actively and successfully publish a minimum of four (4) peer-reviewed publications and/or creative/scholarly works as identified below within a valid and quality journal since last promotion.

Scholarly productivity may include, but is/are not limited to:

- Peer reviewed publication(s)



- Receiving a \$5,000+ external research grant or academic funding related to scholarly advancements
- Juried creative project selected for presentation
  - Two of the following are required to equal a peer reviewed publication
    - Providing significant and professional contribution to the field/discipline
    - Peer reviewed presentations or works at national or international professional meetings
    - Receiving a \$5,000+ internal research grant or other academic funding related to scholarly advancement

### III. Rating Factor Criterion: Service

In the Faculty Handbook, each faculty member is expected to make professional contributions through service to the School, the College, the University, the regional community, and to his or her discipline as one of the requirements for reappointment, promotion and tenure. The Faculty Handbook provides taxonomy of service activity that forms the basis for the School's criteria for promotion and tenure [Section 4.2.3.2].

#### A. Types of Service

The following describes service activities that fall under two categories of service: Service as Scholarship, and Service as Citizenship. The examples that follow are not meant to be either exclusive or exhaustive. The personnel committee must exercise considerable professional judgment, both when deciding whether a faculty member's contribution fits a specific category, and in evaluating the significance of the contribution.

- 1) **Service as Scholarship:** The first dimension of service describes service in terms of scholarship. To be considered scholarship, service activities must be tied to the special knowledge the performer of the activities has acquired. These activities require rigor and accountability, and are highly valuable for promotion and tenure decisions. Thus, the significance of the results of that service should be amenable to evaluation. Service activities should contribute to knowledge, aid learning, and/or help to solve problems within or outside of the university. As a part of an evaluation process, documentation of these endeavors and their fitness within the definition of service as a form of scholarship should be expected. Evaluation should take into account the nature or type of service activity, the duration and impact of the service activity, and the significance of the contribution played by the faculty member. Examples include:
  - a) Holding an elected office or other position of leadership in professional organizations.
  - b) Editing a national, regional and/or local professional journal.
  - c) Consulting activities where it can be shown to benefit the faculty member's effectiveness in teaching and research.
  - d) Serving as an invited speaker, holding board membership or other positions of leadership, providing and developing training for community organizations outside the university.
  - e) Receiving major external recognition for service activities.

- f) Teaching courses or seminars through the Continuing Education Program, Center for Business Research and Development, intersession courses or any other University sponsored seminar.
  - g) Assisting other faculty members with computer tasks or technology training, assisting faculty in understanding new developments related to that professor's field, guest lecturing in other classes.
- 2) **Service as Citizenship:** The second dimension of service can more properly be referred to as "citizenship." Citizenship activities relate to active participation in the shared governance structure of the School, the College, and the University, as well as meritorious social and civic actions faculty as individuals may perform. Service, under this definition, is in keeping with the concept of citizenship, doing those charitable and necessary deeds required of a good citizen in both the organization and in society. Although worthy of recognition, citizenship activities do not constitute "scholarship" with its attendant use of professional training and specialized abilities. Examples include:
- a) Developing and implementing University/College/School policy through active participation in the collegial decision-making process such as committees and other mechanisms for shared governance.
  - b) Participating at professional meetings in the capacity of moderator, track chairperson, discussant, speaker, or reactor.
  - c) Advising a student professional organization.
  - d) Involvement in special projects for the School, College, or University, or profession, or community; work on innovative solutions to community or university problems.
  - e) Leadership or participation in community organizations.

## **B. Descriptions of Criterion Levels for Service**

The definitions of three different levels of service follow. These will serve as a basis for establishing specific criteria for tenure and promotion when incorporated with teaching and research categories. Faculty do not have to perform all of the example activities described for a particular criterion level to be eligible for a rating at that level. The committee should consider the nature or type of each service activity, and the impact of the service activity on the School, College, or University, and on one's profession. The committee should also consider the time involved and the significance of the contribution made by the faculty member. The evaluation will be based on documentation providing justification for the activity to be included at the requested levels.

### **1) Expected Performance**

To be considered as "expected" there should be evidence of contributions from the following areas. The higher the level of visibility and prestige and the more significant the activities and accomplishments the more substantive the activity will be judged. The quantity, quality, and time\effort of activities can all be emphasized. There should be multiple activities with at least one activity from each of the two main categories being included, and evidence of service involvement. The particular blend of activities from the following categories will vary greatly from one candidate to another. The combination must include activities both internal and external to the University. Other activities not specifically mentioned in the "Guidelines" can also be considered provided they meet the

spirit of the types of contributions considered by the University as “service”.

To qualify for a rating of “expected”, candidates must meet the following criteria:

- a) **Service of Scholarship**– contributions in this area as evidenced by some combination of the criteria mentioned in the previous section. Roles such as offices or participation in professional organizations shall be judged according to such factors as visibility, prestige, activities and accomplishments involved. Also included would be participation in campus or community activities or projects that involved the use of one’s professional expertise. This could be in the role of committee membership, consultant, invited speaker, conducting “nontraditional” courses or seminars through the University or professional organizations, etc. These activities shall be judged according to their level of visibility, activities and accomplishments involved, and contribution to the University or community.
- b) **Service of Citizenship** – contributions in this area as evidenced by some combination of the criteria mentioned in the previous “Types of Service” section. Roles would include membership or participation in community organizations and membership in campus committees that do not necessarily involve the use of one’s professional expertise. These could include activities of self-governance and special projects or “problem-solving” types of groups. Advising student organizations, serving as track chair, moderator, reactant etc. at professional meetings are also involved. Assisting colleagues with professional issues and problems could also be considered. Attendance and participation in School and College meetings is also expected.

## 2) **Above Expected Performance**

To be considered as “above expected” there should be evidence that all the criteria for the “expected” level are met and then exceeded by additional contributions from the following areas. The higher the level of visibility and prestige and the more significant the activities and accomplishments the more substantive the activity will be judged. The quantity, quality, and time\effort of activities can all be emphasized. There should be numerous activities, some activity from each of the two main categories, and evidence of above expected involvement, although the particular blend of activities from the following categories will vary greatly from one candidate to another. The combination must include activities both internal and external to the University. Minimum criteria required for the “expected” level must be met along with the criteria in the “above expected” category. Other activities not specifically mentioned in the “Guidelines” can also be considered provided they meet the spirit of the types of contributions considered by the University as “service”.

To qualify for a rating of “above expected”, candidates must meet the following criteria:

- a) **Service of Scholarship**– above average contributions in this area as evidenced by some combination of the criteria mentioned in the previous section. Roles such as editorships, offices in professional organizations, professional service awards, etc. shall be judged according to such factors as visibility, prestige, activities and accomplishments involved. Also included would be participation and/or leadership in campus or community activities or projects that involved the use of one’s professional expertise. This could be in the role of committee chair or membership, consultant, invited speaker, conducting “nontraditional” courses or seminars through the University or professional organizations, etc. Awards for such activities should be considered. These activities shall be judged according to their level of visibility, activities and accomplishments involved, and contribution to the University or community.

- b) **Service of Citizenship**– above average contributions in this area as evidenced by some combination of the criteria mentioned in the previous section. Roles would include leadership and/or membership in community organizations and leadership/membership in campus committees that do not necessarily involve the use of one’s professional expertise. These could include activities of self-governance and special projects or “problem-solving” types of groups. Advising student organizations, serving as track chair, moderator, reactant etc. at professional meetings are also involved. Assisting colleagues with professional issues and problems could also be considered.

### 3) **Excellent Performance**

To be considered as “excellent” there should be evidence of substantial contributions that include both of the following areas. The higher the level of visibility and prestige and the more significant the activities and accomplishments the more substantive the activity will be judged. The quantity, quality, and time\effort of activities can all be emphasized. There should be numerous activities, multiple examples from each of the two main categories, and evidence of some leadership involved although the particular blend of activities from the following categories will vary greatly from one candidate to another. The combination must include activities both internal and external to the University. Minimum criteria required for the “expected” and “above expected” levels must be met along with the criteria in the “excellent” category. Other activities not specifically mentioned in the “Guidelines” can also be considered provided they meet the spirit of the types of contributions considered by the University as “service”.

To qualify for a rating of “excellent”, candidates must meet the following criteria:

- a) **Service of Scholarship**– “significant” contributions in this area as evidenced by some combination of the criteria mentioned in the previous section. Roles such as editorships, offices in professional organizations, professional service awards, etc. shall be judged according to such factors as visibility, prestige, activities and accomplishments involved. Also included would be participation and/or leadership in campus or community activities or projects that involved the use of one’s professional expertise. This could be in the role of board member, committee chair or membership, consultant, invited speaker, conducting “nontraditional” courses or seminars through the University or professional organizations, etc. Awards for such activities should be considered. These activities shall be judged according to their level of visibility, activities and accomplishments involved, and contribution to the University or community.
- b) **Service of Citizenship**– “significant” contributions in this area as evidenced by some combination of the criteria mentioned in the previous section. Roles would include leadership and/or membership in community organizations and leadership/membership in campus committees that do not necessarily involve the use of one’s professional expertise. These could include activities of self-governance and special projects or “problem-solving” types of groups. Advising student organizations, serving as track chair, moderator, reactant etc. at professional meetings are also involved. Assisting colleagues with professional issues and problems could also be considered.

## **Appendix B: Promotion and Tenure Matrix Form**

### **Teaching:**

<b>Candidate:</b>					<b>Application for Tenure (circle one):</b> Yes                  No	
<b>Application Date:</b>						
<b>Promotion to:</b>						
<b>School of Construction, Design and Project Management Teaching Standards</b>						
<b>Performance Dimension</b>	<b>Standard</b>			<b>Description of Performance Relative to Standard</b>		<b>Location of Supporting Documents</b>
<b>A. Course Rigor and Content</b>	The faculty member must provide evidence of adequate course rigor and content based on self evaluations, peer evaluations of course materials, and/or outcome measures.					
<b>B. Subject knowledge</b>	The faculty member must demonstrate command of the subject matter and strong knowledge of discipline based on self and peer evaluations of course materials.					
<b>C. Presentation, organization, and preparation skills</b>	The faculty member must provide evidence of adequate presentation, organization, and preparation skills based on reaction measures, self evaluations, and/or peer evaluations.					
<b>D. Course development</b>	The faculty member must demonstrate adequate ongoing efforts in course development activities and/or developing and implementing new instructional technologies as based on self and peer evaluations.					
<b>E. Appropriate conduct toward students</b>	The faculty member must be able to demonstrate appropriate conduct toward students. This includes an attitude of respect for students, availability and willingness to assist students, and fairness in the application of policies. This also includes efforts to motivate students and encourage questions, and provide adequate and timely feedback regarding assignments and exams. This dimension should utilize reaction measures complimented by self and peer evaluations.					

<b>F. Other evidence to demonstrate “expected” teaching</b>	(i) Expected student advising. (ii) Nominations for teaching awards. (iii) Assisting students with internships or employment opportunities. (iv) Independent studies. (v) Grants related to instruction. (vi) Other related activities		
• To merit an <b>“above expected”</b> rating, the faculty member should be able to demonstrate strong performance in the majority of the dimensions, and expected levels in all.			
• To establish a rating of <b>“excellent”</b> in teaching effectiveness, the faculty member should use a combination of the measures described above to demonstrate strong levels of performance in all dimensions.			
• Other evidence should be presented by the faculty member to demonstrate <b>“above expected or excellent”</b> teaching including: (i) Being the recipient of a teaching award or awards. (ii) Outstanding student advising and/or thesis advising. (iii) Assisting students with internships or employment opportunities. (iv) Independent studies. (v) Grants related to instruction. (vi) Involving students in research activities. (vii) Other related activities.			

**Research:**

<b>Candidate:</b>					<b>Application for Tenure (circle one):</b>	
					Yes	No
<b>Application Date:</b>						
<b>Promotion to:</b>						
<b>School of Construction, Design and Project Management Research Standards</b>						
<b>Performance Dimension</b>	<b>Standard</b>			<b>Description of Performance Relative to Standard</b>		<b>Location of Supporting Documents</b>

<b>A. Minimum Expectations</b>	<p>The normal minimum expectation is an average of one peer-reviewed publication involving original, applied or integrative research, and/or scholarly book per year in rank.</p> <p>For DFM program faculty, CDPM Guidelines Appendix A.II.B also apply.</p>		
<b>B. Scholarly Engagement: Applied or Integration/ Application Research</b>	<p>Other evidence of either integrative or applied research as described in the CDPM Guidelines such as successful grant applications, presentations at professional meetings, proceedings publications, works under review, textbook writing, etc., should be considered as evidence of meeting the expected level of performance, particularly where a faculty member has met only the minimum requirements for peer-reviewed publishing described above. Evidence of being continuously and actively engaged in professional development through attendance at professional meetings and conferences, through active involvement in professional organizations, or other significant personal development activities, is required.</p>		
	<p>• To merit an <b>“above expected”</b> rating, the quality of the contributions should reflect a significant contribution to one’s discipline. Some evidence that the faculty member serves as a resource person with regard to research activities of others should be considered. The faculty member should serve as a conduit of essential information through attending and participating in professional activities, through reviewing and critiquing recent work, or through serving as a consultant to groups outside the university.</p>		
	<p>• To establish a rating of <b>“excellent”</b>, a record of continuous scholarly activity is required for all levels of performance. However, the distinction between a rating of “excellent” and a lower rating requires evaluating both the overall quality of the faculty member’s contributions and his or her level of activity. Strong evidence that the faculty member serves as a resource person with regard to scholarship and research activities of others is required. The faculty member will serve as a conduit of essential information through attending and participating in professional activities, through reviewing and critiquing recent work, or through serving as a consultant to groups outside the university.</p>		

**Service:**

<b>Candidate:</b>					<b>Application for Tenure (circle one):</b> Yes      No	
<b>Application Date:</b>						
<b>Promotion to:</b>						
<b>School of Construction, Design and Project Management Service Standards</b>						
<b>Performance Dimension</b>	<b>Standard</b>				<b>Description of Performance Relative to Standard</b>	<b>Location of Supporting Documents</b>
<b>A. Service of Scholarship</b>	Contributions in this area as evidenced by some combination of the criteria mentioned in the “Types of Service” section of the CDPM Guidelines. Roles such as offices or participation in professional organizations shall be judged according to such factors as visibility, prestige, activities and accomplishments involved. Also included would be participation in campus or community activities or projects that involved the use of one’s professional expertise. This could be in the role of committee membership, consultant, invited speaker, conducting “nontraditional” courses or seminars through the University or professional organizations, etc. These activities shall be judged according to their level of visibility, activities and accomplishments involved, and contribution to the University or community.					
<b>B. Service of Citizenship</b>	Contributions in this area as evidenced by some combination of the criteria mentioned in the “Types of Service” section of the CDPM Guidelines. Roles would include membership or participation in community organizations and membership in campus committees that do not necessarily involve the use of one’s professional expertise. These could include activities of self-governance and special projects or “problem-solving” types of groups. Advising student organizations, serving as track chair, moderator, reactant etc. at professional meetings are also involved. Assisting colleagues with professional issues and problems could also be considered. Attendance and participation in School and College meetings is also expected.					



<ul style="list-style-type: none"> <li>• To merit an <b>“above expected”</b> rating, there should be evidence that all the criteria for the “expected” level are met and then exceeded by additional contributions from the two main categories. The higher the level of visibility and prestige and the more significant the activities and accomplishments the more substantive the activity will be judged. The quantity, quality, and time\effort of activities can all be emphasized. There should be numerous activities, some activity from each of the two main categories, and evidence of above expected involvement, although the particular blend of activities from the two categories will vary greatly from one candidate to another. The combination must include activities both internal and external to the University. Minimum criteria required for the “expected” level must be met along with the criteria in the “above expected” category. Other activities not specifically mentioned in the “Guidelines” can also be considered provided they meet the spirit of the types of contributions considered by the University as “service”.</li> </ul>		
<ul style="list-style-type: none"> <li>• To establish a rating of <b>“excellent”</b>, there should be evidence of substantial contributions that include both of the two main categories. The higher the level of visibility and prestige and the more significant the activities and accomplishments the more substantive the activity will be judged. The quantity, quality, and time\effort of activities can all be emphasized. There should be numerous activities, multiple examples from each of the two main categories, and evidence of some leadership involved although the particular blend of activities from the two categories will vary greatly from one candidate to another. The combination must include activities both internal and external to the University. Minimum criteria required for the “expected” and “above expected” levels must be met along with the criteria in the “excellent” category. Other activities not specifically mentioned in the “Guidelines” can also be considered provided they meet the spirit of the types of contributions considered by the University as “service”.</li> </ul>		

### ***Appendix C: Annual Review Documentation***

**The Annual Evaluation Summary is based on the Faculty Performance Evaluation Criteria described in Appendix A.**

**Faculty performance data and related narratives and materials are submitted through the University's faculty evaluation system. At a minimum, faculty must submit the following:**

- 1) Teaching performance narratives for all courses taught in the calendar year.
- 2) Student mean evaluation score for each course taught in the calendar year.
- 3) Copies of all student teaching evaluations and student comments for the calendar year.
- 4) Updated teaching, research, and service entries in the University's faculty evaluation system.
- 5) A current academic vita.

**After submitting all relevant information and data for the calendar year, the University's faculty evaluation system will generate an annual performance report for submission to the AUL.**

### Appendix D: CDPM Peer Evaluation of Teaching

Faculty Member: \_\_\_\_\_

Course Title: \_\_\_\_\_ Date: \_\_\_\_\_

(Circle One)

1. The lecture (or other teaching approach) was well organized.

not at all 1 2 3 4 5 highly
2. It was obvious that the faculty member was prepared.

not at all 1 2 3 4 5 highly
3. The faculty member was enthusiastic about the subject matter.

not at all 1 2 3 4 5 highly
4. The faculty member encouraged student participation.

not at all 1 2 3 4 5 highly
5. The faculty member made good use of instructional cues—such as writing key points on chalkboard, telling students that key points are important, using graphs or charts, etc.

not at all 1 2 3 4 5 highly
6. The faculty member projected his or her voice so that students could hear.

not at all 1 2 3 4 5 highly
7. The faculty member varied his or her voice to help hold students' interest.

not at all 1 2 3 4 5 highly
8. If I were a student, I would enjoy taking this class.

not at all 1 2 3 4 5 highly
9. It is likely students would rate the teacher highly.

not at all 1 2 3 4 5 highly
10. Overall quality of this class session:

weak 1 2 3 4 5 outstanding
11. The major strengths of the classroom session were:

12. The major weaknesses of the classroom session were:

13. What, if anything, could be done to improve the faculty member's teaching technique?

Additional Comments (use back of page if necessary):