

Construction Management Department

California State University, Chico



Faculty

Retention, Tenure, & Promotion Standards and Procedures

**Construction Management Department
Retention, Tenure, and Promotion Standards and Procedures**

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1. Introduction

All general personnel procedures and practices in the Department shall be governed and guided, by university guidelines set forth in the following memoranda:

**California State University, Chico Faculty Personnel Policies and
Procedures (FPPP) 2012-2013 Academic Year or the current issue in effect**

The following criteria and procedures will be followed as full-time and part-time faculty members in the Construction Management Department (hereafter the "Department") are sought, hired, and then evaluated for purposes of retention, promotion and tenure.

2. Department Search Committee

The constituent membership of the Department Search Committee shall be three (3) tenured or tenure-track faculty members elected by the entire faculty to serve for the following year together with one (1) member to be chosen (by all faculty in the Department) from another Department within the College of Engineering, Computer Science and Construction Management.

3. Recruitment of New Full-Time Faculty

As a position becomes available, the Department Chair and Department Search Committee shall compose a position qualifications document to reflect the type of candidate desired, taking into consideration the present capabilities of the faculty as a whole, the Strategic Plan, curriculum requirements, and areas which have low or null coverage. Appropriate advertisements will be placed in widely distributed publications such as the "Engineering News Record" and other sources that are read by academicians and practicing professionals. Notification of position openings will be sent to universities and colleges that offer programs in Construction Management. All recruitment activities will comply with existing University Affirmative Action directives. The availability of positions should be made known during the fall semester whenever possible. It is unrealistic to expect a Department to maintain sound educational programs with temporary faculty; therefore, full-time, tenure-track faculty should be hired whenever possible.

For full-time faculty selection, all applications and resumes received by the Department shall be available in the Department office for faculty review. The initial screening of the candidates will be done by the Department Search Committee and the Department Chair. Criteria used for screening will be formulated by the Department Personnel Committee and will be the same as those used for recruitment.

In the event the Department cannot, for reasons of financial exigency, evaluate the applicants through a campus visit, a thorough investigation by telephone and mail will be made by the Department Search Committee and Department Chair to verify and rank-order the qualifications and merits of the considered applicant(s). The Department Search Committee and Department Chair, after consultation with the Dean, will make the final ranking. The Department Chair shall then seek the appointment of the selected candidate(s) through the normal process.

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Efforts shall be toward maintaining a faculty with diverse construction expertise generally from but not limited to these segments of the construction industry: building- commercial, industrial and residential; civil or heavy construction of highways, dams, tunnels, canals; and specialties such as electrical and mechanical. It is also acknowledged that in-breeding of faculty is not desirable, therefore, it is desirable to seek faculty that have degrees, particularly advanced degrees, from other universities.

4. Evaluation of Faculty

All faculty members will participate in the yearly student evaluation given in the spring semester. Faculty may volunteer to participate in the fall semester evaluation and make such records available to the Department for review and for placing in personnel files kept in the Dean's Office. For faculty with upcoming personnel actions, the Department Chair may request fall semester's SET evaluations and other evaluations as deemed necessary and appropriate.

5. Equivalency

Section 6.1.b.2 of the FPPP 2012-2013 provides "The faculty of each campus shall consist of specialists qualified to give the instruction in each authorized curriculum." and "**the doctorate or equivalent attainment shall be the desirable qualification** for appointment to a campus faculty position." (emphasis added); the FPPP further provides "Equivalent attainments may be accepted: (1) in those fields where the doctorate is not common, and (2) in professional fields where experience may be substituted for academic training."

The doctorate is not common in the field of Construction Management. The Department has established standards for equivalency; these standards are described in **Annex One** attached hereto and hereby incorporated by reference.

The term "equivalency," as used in this Paragraph 5, shall mean "equivalent attainment" as the term is used in the appointment standard established in Title 5, section 42711; in this context the term "equivalency" applies only at the time of appointment. Further, where an equivalency standard is established at appointment, the Evaluation Areas (see Paragraph 7 below) and Standards for Retention, Tenure, and Promotion (see Paragraph 8 below) shall nevertheless apply.

6.0 Periodic Evaluation of Temporary Faculty

- 6.1 The periodic evaluation of full-time temporary faculty** will follow the periodic evaluation procedures for probationary, tenure-track faculty. The periodic evaluation will result in a performance report, but no recommendation regarding future employment will be made.
- 6.2 The policies and procedures pertaining to the periodic evaluation of temporary faculty** are generally covered by Section 6.2 of the FPPP. In addition, the Department of Construction Management establishes the following policies and procedures with respect to part-time temporary faculty members:

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- 6.2.1 The timetable for the evaluation of part-time temporary faculty, regardless of the number of years an individual has served, or during which semester(s) the faculty member teaches, shall follow the schedule of Periodic Evaluation for probationary faculty and full-time temporary faculty.
- 6.2.2 The Periodic Evaluation of part-time temporary faculty results in a performance report, but no recommendation regarding future employment will be made.
- 6.2.3 All part-time temporary faculty members not on three-year appointments are reviewed annually.
- 6.2.4 At least one classroom visit is conducted each academic year. Classroom visitations may be conducted by members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers.
- 6.2.5 The Personnel Committee meets with and interviews part-time faculty members when individual faculty members request a meeting with the Personnel Committee, or when the Personnel Committee decides that such a meeting is needed. Part-time temporary faculty members should be advised in writing by the Personnel Committee that they may request a meeting with the Personnel Committee should individual faculty members so desire.
- 6.2.6 For part-time temporary faculty members meeting with the Personnel Committee, the Working Personnel Action File (WPAF) shall be declared complete and closed with respect to evidentiary data that should be used in formulating reports preferably before, but in no case later than, the conclusion of the Personnel Committee meeting with the faculty member. Both the faculty member and the Chair of the Personnel Committee shall sign and date the File Closure declaration. For part-time temporary faculty members electing not to meet with the Personnel Committee, the WPAF shall be declared complete and closed with respect to evidentiary materials to be used in formulating reports. Preferably, this is done by the date the WPAF is to be transmitted from the faculty member to the Dean's Office (as established by the RTP Deadline Calendar), but in no case later than two weeks prior to the deadline by which the Personnel Committee must deliver its report to the faculty member. Both the faculty member and the Chair of the Personnel Committee shall sign and date the File Closure declaration. Failure of the faculty member to declare the file complete and closed in a timely manner will necessitate the closure of the file by declaration of the Chair of the Personnel Committee no later than two weeks prior to the deadline by which the Personnel Committee must deliver its report to the faculty member.

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6.3 Temporary faculty members shall document in their dossier their teaching effectiveness, which is the primary criterion for evaluating temporary faculty (see Section 8.2.b. of the FPPP). The main criteria for the evaluation of teaching effectiveness shall be organization, scholarship (knowledge in the field) and effective communication. Temporary faculty shall also be evaluated with respect to the criteria described in Section 8.2.b.1.b. of the FPPP.

6.4 Temporary faculty members are expected to earn an evaluation of at least "Satisfactory" as to teaching effectiveness (instruction). Full-time temporary faculty members are also expected to earn an evaluation of at least "Satisfactory" as to professional growth and achievement (see Section 8.4.a. of the FPPP).

6.5 Workshops conducted by the Personnel Committee and/or by the Department Chair should be held during the first two weeks of the semester for all temporary faculty members, and these workshops should emphasize the Department's performance expectations, assessment procedures, and the proper compilation of a dossier.

6.6 Failure to submit a dossier as part of the WPAF, or failing to submit a dossier in a timely manner according to the published deadline, will necessarily create an incomplete WPAF, and will lead to evaluations of "Not Satisfactory" in both Teaching Effectiveness and Professional Activity/Professional Growth and Achievement.

7. Evaluation Areas (Tenure-Track and Tenured Faculty)

The areas of evaluation by which a tenure-track or tenured faculty member is to be evaluated are specified in Section 8.5 of the FPPP. These Department Standards are intended to provide specific guidance as to the standards by which faculty in the Department, within the parameters provided by the FPPP, will be evaluated for retention, tenure and/or promotion.

A faculty member need not excel in all areas of evaluation. The more relevant question is whether the faculty member overall provides a valuable contribution to the Department, College, and University. When evaluating a faculty member's contributions, the quality as well as the quantity of performance shall be considered.

7.1. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement for faculty with responsibility for instruction. In evaluating teaching effectiveness, the following shall be the main criteria for evaluation: (1) scholarship (i.e., currency of knowledge, information, application, and teaching methods in the field(s) in which the faculty member instructs); (2) organization; and (3) effective communication.

7.1.2 Student evaluations of teaching shall be used, but will not weigh excessively in the overall evaluation of teaching effectiveness, and shall not be used when determining a faculty member's scholarship. It is the faculty member's responsibility to carefully provide whatever documentary evidence s/he deems appropriate so that evaluators can accurately assess teaching performance. In other words, the faculty member must diligently

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provide meaningful evidence of instructional effectiveness beyond student evaluations of teaching.

7.1.3 With respect to instruction and teaching effectiveness, a faculty member should:

- Possess an in-depth knowledge of the course material, and maintain currency in his/her field
- Be able to communicate effectively
- Provide evidence of an ability to deliver a well-organized learning experience
- Be able to determine the appropriate level of difficulty and range of instructional materials for the course(s) being taught
- Provide evidence of the creation and support of high-quality, student-centered learning environments
- Provide evidence of academic rigor and of high expectations for student performance
- Provide, when applicable, evidence of involvement with General Education or the enhancement of instructional technology

7.1.4 The documentary evidence that could be used to establish performance on the standards related to instruction and teaching effectiveness may include (but need not be limited to) the following:

- Classroom visitation(s) of members of the Personnel Committee, and/or the Department Chair, and/or the Department Chair's designee, and/or other qualified observers
- Course syllabi, examinations, and supplementary instructional materials for each course taught
- Teaching portfolios, including examples of student performance and achievement, and examples of the faculty member's feedback to students
- Video tapes of teaching sessions
- Written reports of colleagues based on team-teaching experience
- Written reports of guest appearances in an evaluator's class
- Written student evaluations of teaching
- Peer evaluations of significant independent study or research by students
- Special student projects, informal seminars, or internships overseen by the faculty member

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- Honors, awards, or special recognition received for accomplishments in the classroom
- Results of standardized measures for examinations across multiple-section, multiple-faculty courses
- Evidence of the creative development of appropriate students outcomes assessment measures
- Evidence of the enhancement of instructional technology (including measures indicating the quality and effectiveness of such enhancement)

7.1.5 Many faculty activities naturally reflect on multiple areas of achievement. Reviewers shall include consideration of material presented regarding professional growth and achievement that contributes to the evaluation of the faculty member's instructional effectiveness and currency in the field. In evaluating a faculty member's instructional effectiveness, reviewers also should consider his/her role in course, curriculum, and program development; and special forms of contact with students, such as individual student advising and involvement with student organizations. In all cases, evidence of the quality of such activities must be presented.

7.2 Professional Growth and Achievement

7.2.1 All forms of scholarship—teaching and learning, discovery, integration of knowledge, and application—shall be considered when evaluating professional growth and achievement. While publishing is recognized and refereed journals are good measures of the quality of one's scholarship, they are neither the only, nor necessarily the best measure. Because of the diverse nature of our professional contributions, narrow specification of quality parameters is undesirable. However, validation of rigor and quality must be addressed to ensure a competent tenured faculty. The common attribute among these manifestations of scholarship is the creation of a work of scholarship that did not exist before, and which is validated by, and communicated to, others.

7.2.2 Faculty members must provide evidence of active and on-going scholarly inquiry, a record of published research, and/or significant consulting activities and the dissemination of the results of the consulting among peers. The documentary evidence that could be used to establish performance on the standards related to Professional Growth and Achievement may include (but need not be limited to) the following construction business and/or education:

- Published articles in refereed academic, practitioner, or instructional development journals;
- Published articles in non-refereed academic, practitioner, or instructional development journals;

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- Authorship/editorship of professional or text books, or authorship of a chapter in a professional or text book disseminated to students or practitioners;
- Significant consulting activities;
- Professional licenses and/or certifications;
- Authorship of software that has been published or is generally in use;
- Authorship of other generally circulated publications;
- Authorship of published case studies (or which have been widely circulated and used);
- Receipt of awards or other recognition for professional activities;
- Manuscripts published in a regional, national, or international Conference Proceedings;
- Presentations made at regional, national or international conferences;
- Funded grant proposals and contracts;
- Editorial review of manuscripts for possible publication in academic/professional journals, or for presentation at academic/professional conferences;
- Service as the Editor, or as a member of the Editorial Board, of an academic/professional journal;
- Manuscripts prepared for presentation at conferences, or for submission to refereed and non-refereed journals;
- Evidence of the creative development of appropriate student outcomes assessment measures; and
- Presentation of written research proposals.

7.2.3 Faculty members should note that documentation for the forms of scholarship is required; such documentation will vary depending on the type of scholarship. Documentation for a refereed journal is the article itself; documentation for funded grant proposals and contracts is the proposal and the results of the contract; documentation for consulting activities is the work/result produced, the presentation materials (if any), the evaluations/recommendations of the contracting body/employer, and the evidence of dissemination among peers of the results of the consulting activities. Faculty members should provide reviewers with any relevant evidence regarding works in progress.

7.3 Other Contributions to the University/Community

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- 7.3.1 There are many ways by which a faculty member can contribute to the success of the Department, College, University, and the surrounding community. Faculty members should find appropriate means of documenting any such contributions. While the Department of Construction Management does not particularly value any one form of contribution over another, reviewers should consider the impact and quality of these efforts/outcomes as they related to facilitating the achievement of University/College/Department strategic plans and goals. Service as the Department Chair and on Department, College, and University committees are obvious examples of valuable contributions. The Department also has a long history of community service projects; organizing and managing students in these projects is a valuable contribution. Other examples include effective mentoring of a colleague, which can contribute to goals regarding learning (through the colleague's improved instructional performance) or the creation of knowledge (through the colleague's improved professional growth and achievement), and special projects for the Department, College, and University.
- 7.3.2 Faculty members must provide evidence regarding his/her service on committees, task forces, and other service-related activities. For each committee, task force, or other group activity, the faculty member should identify: (1) the service group's (i.e., committee's) name, (2) the faculty member's role (e.g., Chair, member), (3) the duration of service, (4) a contact person for verification of the faculty member's contributions, and (5) the ways in which the faculty member effectively contributed to the group's tasks and outcomes. In all cases, evidence of the quality of such activities should be presented.
- 7.3.3 "Working collaboratively and productively with colleagues" is defined by the **Collective Bargaining Agreement** as a professional responsibility of faculty, and this activity should be included in the evaluation of "Other Contributions." It is the responsibility of the faculty member to include evidence that s/he works well with others (i.e., is considered to be a "good colleague"). For example, such evidence might include written confirmation by others in the discipline that the faculty member works collaboratively and productively with his/her colleagues. Team-developed courses, co-taught classes, and co-authored articles may also demonstrate the effectiveness of a faculty member's ability to work harmoniously with his/her co-workers. Evidence presented under the sections of "Instruction" and "Professional Growth and Achievement" may also demonstrate the effectiveness of the faculty member's ability to work collaboratively and productively with colleagues.

7.4 Standards – Contribution to the Strategic Plans and Goals of the Department, College, and University

The faculty member should include in his/her dossier information regarding how their instructional, professional, and service activities have contributed to the implementation of the University, College, and Department strategic plans, and

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how the faculty member's performance generally facilitated the University's, College's, and Department's abilities to meet their respective strategic goals.

8. Standards for Retention, Tenure, and Promotion (Tenure-Track and Tenured Faculty)

As stated in FPPP Section 8.5.a.3., "Each Department/unit must specify the standards by which it will evaluate performance for retention, tenure, and promotion." The Department shall adhere to the definitions of "Superior," "Effective," "Adequate," and "Inadequate" as specified in FPPP Section 8.5.b.1.c. The purpose of these Department Standards is to establish specific criteria to be used by the Department RTP Committee for the different personnel evaluation decisions.

8.1 Department Standard for Retention: For retention, a tenure-track faculty member must be evaluated as at least "Adequate" with respect to Instruction, Professional Growth and Achievement, and Other Contributions.

8.2 Department Standard for Tenure: To be tenured, a faculty member must be evaluated as at least "Effective" with respect to Instruction and at least "Adequate" as to Professional Growth and Achievement and Other Contributions.

8.3. Department Standard for Promotion from Assistant Professor to Associate Professor: To be promoted from Assistant Professor to Associate Professor, a faculty member must be evaluated as at least "Effective" with respect to Instruction and at least "Adequate" as to Professional Growth and Achievement and Other Contributions.

8.4 Department Standard for Promotion from Associate Professor to Professor: To be promoted from Associate Professor to Professor a faculty member must be evaluated as at least "Effective" with respect to Instruction, Professional Growth and Achievement and Other Contributions.

8.5 Department Standard for "Early" Promotion/Tenure:

In the Department of Construction Management, for a candidate to be granted early promotion or tenure, the candidate must meet all of the minimum standards (as set forth in Paragraphs 8.2, 8.3 and/or 8.4 above) (i.e., "Effective" Instruction and "Effective" Professional Growth and Achievement) for the applicable promotion and/or tenure. In addition, it is the responsibility of the faculty member requesting early promotion and/or tenure to persuasively justify and demonstrate why the granting of early promotion and/or tenure is warranted and deserved under the requirements of the FPPP, as follows:

8.5.1 Per the FPPP (Section 8.5.b.3.a.3), a recommendation of "early" tenure (i.e., prior to the beginning of the sixth consecutive probationary year) must be accompanied by its justification as a "special case."

8.5.2 Per the FPPP (Section 8.5.b.3.c) a candidate seeking "early" promotion must--in accordance with college standards/criteria--be "exceptional".

9. Periodic Evaluation of Tenured Faculty

9.1 Definition and Purpose

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to Periodic Evaluation at intervals no greater than five years. The focus of this review should be on providing developmental feedback and encouragement to maintain a positive level of performance. Where appropriate the review provides an opportunity to recognize positive accomplishments. It is also recognized that, where necessary, the review will include corrective feedback.

This periodic evaluation shall apply to faculty at the rank of Professor (or equivalent) and faculty in ranks below that of Professor (or equivalent) who have not undergone Performance Review for four years. Hereafter, a faculty member undergoing such evaluation is referred to as the "evaluatee."

For faculty participating in the Faculty Early Retirement Program (FERP), the primary purpose of the evaluation is to provide (1) feedback to the evaluatee on the value of his/her contributions to the Department, and (2) an opportunity for the Department to assess whether the evaluatee's assignments are appropriate for someone whose career priorities may be evolving.

9.2 Composition of the Evaluation Committee

The Periodic Evaluation shall be conducted by a committee of at least two tenured faculty of equal or higher rank than the person being evaluated and the Department/Unit Chair. It is recommended that a minimum of one additional tenured faculty of equal or higher rank from outside the Department/unit be selected to serve on the committee. The committee members shall be elected by the tenured and probationary faculty of the Department/Unit. A majority of the committee should come from the Department/Unit of the evaluatee except in cases in which there are too few eligible faculty to provide a majority. Committee members may come from other Departments within the College or from Departments external to the College but with related subject matter. If the Department Chair is untenured he/she shall not participate in the Periodic Evaluation of tenured faculty. In such a case, an alternate member shall be elected and include in the committee instead of the Chair.

A faculty member undergoing Periodic Evaluation is ineligible to serve as a member of his/her own evaluation committee, but may participate in the Periodic Evaluation of other faculty as well as in personnel actions if otherwise eligible to do so. The Committee shall follow procedures developed by the Department/Unit and approved by the College Dean.

9.3 Data Gathering

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The evaluatee shall provide course syllabi, course examinations, copies or abstracts of publications, evidence of participation in scholarly meetings, copies of papers presented at scholarly meetings, letters of commendation, evidence of committee service, and such additional information as he/she may wish to have considered. The evaluatee shall also provide a copy of his/her most current vita, if this is not already available in the PAF.

The Committee shall collect other pertinent data which shall include, but is not necessarily limited to, peer and student evaluations of instruction for courses representative of the evaluatee's responsibilities during the evaluation cycle. The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding any relevant area of performance during the evaluation cycle.

9.4 The Periodic Evaluation Process

Faculty shall be reviewed at least every fifth year, generally starting with faculty with highest seniority in the first year of initiating this process, and on a descending seniority basis for the following years. Early in the fall semester of each academic year, the College will identify the tenured faculty scheduled for evaluation in that year.

After assessing the data, but before writing its Final Reports, the Committee shall meet with the evaluatee to provide an opportunity to clarify any unresolved questions.

The Committee shall evaluate the data collected and, based upon it, shall write a definitive Final Report which addresses in detail teaching effectiveness and currency in the discipline, scholarship and creative activity, and service to the University. It is recommended that the Final Report include a separate section written by the Department Chair. Where appropriate, committee members may also write a Minority Report. The Committee's Reports (Final Report and any Minority Report) shall include any recommendations it may make.

The Committee's Reports shall be forwarded to the Dean. The Dean shall either concur with the Committee's Reports or shall submit an independent report which may include his/her recommendations.

The Dean and the Committee Chair shall then meet with the evaluatee to discuss the Reports and his/her strengths and weaknesses along with suggestions, if any, for his/her improvement.

The Final Report of the Periodic Evaluation shall consist of the Committee's Reports, the College Dean's Report, supporting documentation (if any), and the evaluatee's response (if any). Materials submitted by the evaluatee but not used in the Reports shall be returned to him/her. Other materials gathered but not used in the Reports shall be destroyed. The Dean shall then place the Reports into the PAF following appropriate notification to the evaluatee. The evaluatee

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may place a response or rebuttal statement in his/her PAF and/or request removal of any material pursuant to the established process.

9.5 Additional Evaluations of Tenured Faculty

The Dean, following consultation with the Department Chair, may initiate an early Periodic Evaluation. Periodic Evaluations for tenured faculty shall not occur more frequently than once per year.

10. Department Chair Qualification and Selection Criteria

10.1. Qualifications

10.1.1. The candidate must hold a full-time, tenured or tenure-track teaching position in the Department of Construction Management.

10.1.2. The candidate must hold at least one advanced degree in the field of Construction Management, Business Administration, or Engineering, or a related field.

10.1.3. The candidate must have had considerable teaching experience (5 years minimum), preferably in a four-year American Council for Construction Education (ACCE)-accredited institution.

10.1.4. Construction planning, administration, and management experience of U.S. construction projects is preferred; however, planning, administration, and management experience in closely related professions is acceptable.

10.1.5. The candidate must demonstrate the ability to develop and maintain high visibility with the construction industry through involvement with industry organizations and individual employers.

10.2. Responsibilities of the Department Chair

The Department Chair's responsibilities will be consistent with those stated in Academic Affairs Memorandum AA 84-18, dated July 9, 1984.

10.3. Selection Process

10.3.1. The constituent membership of the Department Chair Selection Committee shall be three (3) tenured or tenure-track faculty members elected by the entire faculty to serve for the following year. In the event there are only two faculty available to serve, another member will be chosen (by all faculty in the Department) from another Department within the College of Engineering, Computer Science and Construction Management.

10.3.2. Candidacy for the Chair position may be by application or nomination (in writing) and in the case of nominated candidacy, the nominated candidate must agree, in writing, to serve.

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- 10.3.3. The term of office will normally be three years. Chair shall normally serve no more than two successive terms.
- 10.3.4. Each candidate for the Chair position will be required to make a presentation of his/her plans for the continued development of the Department at a faculty meeting prior to the vote being taken.
- 10.3.5. Voting for the Chair will be only by full-time faculty who are teaching over 50% in the Construction Management Department.
- 10.3.6. In case there is no majority or if there is a first place tie, further deliberation will be held between the top two candidates and the faculty, after which another ballot will be taken.
- 10.3.7. In addition to the above, the procedures for Appointment of Department Chairs set forth in Executive Memorandum 83-09 dated August 18, 1983 shall apply.
- 10.3.8. If no one in the Department qualifies under the above requirements the Department Chair Selection Committee must meet with the Dean and Vice President to discuss waiving certain requirements in order to establish a qualified candidate.

11.0 Periodic Evaluation and Performance Review Templates

- 11.1 To ensure consistency of report writing within the Department, Periodic Evaluations applicable to probationary faculty (in non-Performance Review years) and full-time temporary faculty should closely follow the template in **Attachment A, "Report Template for Periodic Evaluations – Probationary and Full-Time Temporary Faculty"**.
- 11.2 To ensure consistency of report writing within the Department, Performance Reviews applicable to probationary and tenured faculty should closely follow the template in **Attachment B, "Report Template for Performance Reviews – Probationary and Tenured Faculty"**.
- 11.3 To ensure consistency of report writing within the Department, Periodic Evaluations of part-time temporary faculty should closely follow the template in **Attachment C, "Report Template for Periodic Evaluations – Part-Time Temporary Faculty"**.
- 11.4 To ensure consistency of report writing within the Department, Periodic Evaluations of tenured faculty should closely follow the template in **Attachment D "Report Template for Periodic Evaluations – Tenured Faculty"**.

12.0 Effective Date

Upon approval by the faculty and ratification by the Dean and the Provost, these policies and procedures become effective with the **2012-2013** academic year.

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Annex One: Equivalency

Academic		Professional Business Experience	
Degree	Discipline	Time	
MS	Construction Management	AND	5 years of Substantial management of construction in the United States*

OR

Related disciplines that may qualify if a substantial portion of the professional work was directly with construction operations.

Academic		Professional Business Experience	
Degree	Discipline	Time	
Masters	Business Engineering Architecture Law Industrial Psychology (or similar technical work In business-related field)	AND	6 years of Substantial management of construction in the United States*

***Substantial management of construction in the United States means:**

<p>One</p> <p>Professional construction industry experience in the United States, within the past 10 years, in management positions with responsibility and authority in two or more of the following areas:</p> <ul style="list-style-type: none"> Contract Administration Estimating Cost Control Scheduling Project Management Project Engineering Financial Management Construction Law Contract Documents Preparation 	AND	<p>Two</p> <p>The construction responsibilities must include three or more of the following in significant scope: (Note: "significant scope" is defined as performing this responsibility for one or more years.)</p> <ul style="list-style-type: none"> Project Planning Productivity Analysis Methods Analysis Subcontract Administration Materials Procurement Inventory Control Cost Analysis Project Monitoring Project Control Fiscal Analysis Bid Review Contract Negotiation Equipment Analysis Specification Development Building Information Modeling Legal Brief Preparation Plan Development Budget Analysis Project Tracking Forecasting Client Communication
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All experience must be documented on a project by project basis for the time period and experience being submitted

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for equivalency evaluation. Equivalency evaluations will be performed by the Department RTP Committee and documented by the Dean of the College in compliance with the FPPP, including but not limited to Section 6.1.b.8.

Attachment A

Report Template for Periodic Evaluations -
Probationary and Full-Time Temporary Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO
PERIODIC EVALUATION OF PROBATIONARY FACULTY
(also for FULL-TIME TEMPORARY FACULTY)**

Name: _____ Date: _____

EVALUATING BODY

PURPOSE OF EVALUATION

TEACHING EFFECTIVENESS

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Teaching Effectiveness

Suggestions for Improvement

Rating ["Satisfactory" or "Not Satisfactory"; applicable to Full-Time Temporary faculty only]

PROFESSIONAL GROWTH AND ACHIEVEMENT [or **PROFESSIONAL ACTIVITY** for Full-Time Temporary faculty if Lecturer Range warrants]

Review and Summary [of documentary evidence contained in the dossier]

Suggestions for Improvement

Rating ["Satisfactory" or "Not Satisfactory"; applicable to Full-Time Temporary faculty only]

SERVICE TO THE UNIVERSITY

Review and Summary [of documentary evidence contained in the dossier]

Suggestions for Improvement

VOTE

AFFIRMATIVE ACTION DECLARATION

Attachment B

Report Template for Performance Reviews -
Probationary and Tenured Faculty

CALIFORNIA STATE UNIVERSITY, CHICO
PERFORMANCE REVIEW
(for Retention, Tenure, and/or Promotion)

Name _____ Date _____

REVIEWING BODY

PURPOSE OF REVIEW

SUMMARY OF APPOINTMENT STATUS

RECOMMENDATION

POLICY GUIDELINES AND EVALUATION CRITERIA

INSTRUCTION

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Review of non-SEF/SET documentary evidence contained in the dossier

Overall Rating of Instruction ["Superior," "Effective," "Adequate," "Inadequate"]

PROFESSIONAL GROWTH AND ACHIEVEMENT

Review and Summary [of documentary evidence contained in the dossier]

Overall Rating of Professional Growth and Achievement ["Superior," "Effective," "Adequate," "Inadequate"]

OTHER CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY

Review and Summary [of documentary evidence contained in the dossier]

Overall Rating of Contributions to the University and Community ["Superior," "Effective," "Adequate," "Inadequate"]

CONTRIBUTION TO STRATEGIC PLANS AND GOALS OF THE DEPARTMENT/UNIT, COLLEGE, AND UNIVERSITY

Review and Summary [of documentary evidence contained in the dossier]

Statement [has/has not demonstrated an ability to conform]

VOTE

AFFIRMATIVE ACTION DECLARATION

Attachment C

Report Template for Periodic Evaluations -
Part- Time Temporary Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO
PERIODIC EVALUATION - PART-TIME TEMPORARY FACULTY**

Name _____ Date _____

EVALUATING BODY

SUMMARY OF APPOINTMENT STATUS

POLICY GUIDELINES AND EVALUATION CRITERIA

TEACHING EFFECTIVENESS

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Scholarship--Knowledge in the field [based on non-SEF/SET evidence]

Assessment of Organization [based on all evidence]

Assessment of Effective Communication [based on all evidence]

Overall Evaluation of Teaching Effectiveness

- A. Rating ["Satisfactory" or "Not Satisfactory"]
- B. Suggestions for Improvement

PROFESSIONAL ACTIVITY [or of PGA if Lecturer Range warrants]

- A. Review and Summary of documentary evidence contained in the dossier
- B. Rating ["Satisfactory" or "Not Satisfactory"]
- C. Suggestions for Improvement

OTHER CRITERIA

Review and Assessment of Duties As Defined by the Assignment

Review and Assessment of Professional Ethics and Conduct

Review and Assessment of Other Contributions

VOTE

AFFIRMATIVE ACTION DECLARATION

Attachment D

Report Template for Periodic Evaluations -
Tenured Faculty

**CALIFORNIA STATE UNIVERSITY, CHICO
PERIODIC EVALUATION OF TENURED FACULTY**

Name _____ Date _____

EVALUATING BODY

PURPOSE OF EVALUATION

TEACHING EFFECTIVENESS AND CURRENCY IN THE DISCIPLINE

Overview

- A. Review of Quantitative/Statistical SEF/SET data on a course-by-course basis
- B. Review of SEF/SET written comments on a course-by-course basis
- C. Summary of non-SEF/SET documentary evidence contained in the dossier

Assessment of Teaching Effectiveness

Assessment of Currency in the Discipline [based on non-SEF/SET evidence]

SCHOLARSHIP AND CREATIVE ACTIVITY

Review and Summary [of documentary evidence contained in the dossier]

SERVICE TO THE UNIVERSITY

Review and Summary [of documentary evidence contained in the dossier]

CONCLUSIONS

VOTE

**Construction Management Department
Retention, Tenure, and Promotion Standards and Procedures**

AFFIRMATIVE ACTION DECLARATION