

Construction Management (CM) Department
College of Architecture and Construction Management (CoACM)
Kennesaw State University
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TENURE & PROMOTION GUIDELINES - APPENDIX

1. Introduction:

The intent of this document is to supplement Construction Management (CM) department's Tenure & Promotion Guidelines.

2. Faculty Workload

Actual Faculty Performance Agreement (FPA) percentages for each faculty member will be negotiated with the department chair as part of annual review.

Faculty Workload Example:

Each 3 credit course is considered as 10% annual work load. Annual workload of faculty teaching six 3 credit courses annual is as follows.

<i>Category</i>	<i>Annual Work Load Percentage</i>
Teaching	60
Research and Creative Activity	30
Professional Service	10

3. Teaching

The details of the activities considered under each Teaching sub-category for evaluating CM faculty's performance for tenure and promotion are as follows:

3.1 Courses Taught:

Activities include:

3.1.1 - Perform all responsibilities normally associated with teaching assigned classes, including but not limited to:

- planning each course or laboratory session
- developing a syllabus in CM department's specified format for each course or laboratory
- preparing for class or laboratory
- meeting and teaching classes and labs

- prompt grading of student work: adhere to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), American Council of Construction Education (ACCE), and International Facility Management Association (IFMA) standards for grading of student work and reporting of grades.
- assigning grades to students: SACSCOC American Council of Construction Education (ACCE), and International Facility Management Association (IFMA) accrediting agencies require evidence of a procedure to determine Student Learning Outcomes for each course. CM faculty shall adhere to the evidence requirement in accordance with these accrediting agencies.

3.1.2 - Utilize results of performance assessment and other feedback from students, graduates, employers of graduates, peers, supervisors, and/or other knowledgeable persons in a planned program of department and instructional improvement.

3.1.3 - Maintain currency in the discipline being taught and in the utilization of instructional technology.

3.1.4 - Provide meaningful and effective instruction that develops in students the ability to employ critical and objective thinking, and the ability to communicate effectively.

3.1.5 - Provide effective out-of-class accessibility to students through posting and observing office hours in accordance with university and department policies.

3.1.6 - Mapping course learning outcomes with program outcomes in accordance with the SACSCOC, American Council of Construction Education (ACCE), and International Facility Management Association (IFMA) standards.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Courses Taught	Four of the following areas mean should be higher than Departmental mean	Maximum variation of 25% lower than Departmental mean in four of the following areas	Use Department accepted evaluation instrument to collect the data
	• Course organization and planning	• Course organization and planning	
	• Communication	• Communication	
	• Faculty/student interaction	• Faculty/student interaction	
	• Assignments, exams, and grading	• Assignments, exams, and grading	

	<ul style="list-style-type: none"> • Course outcomes 	<ul style="list-style-type: none"> • Course outcomes 	
	<ul style="list-style-type: none"> • Student effort and involvement 	<ul style="list-style-type: none"> • Student effort and involvement 	
	<ul style="list-style-type: none"> • Overall evaluation 	<ul style="list-style-type: none"> • Overall evaluation 	

3.2 Supervising:

Activities include:

3.2.1 - Perform all responsibilities associated with capstone sign off.

3.2.2 - Perform all responsibilities associated as faculty representative on capstone panel.

3.2.3 - Perform all responsibilities associated as a Directed Study supervisor.

3.2.4 - Perform all responsibilities associated as a Project or Thesis advisor.

Note: Each activity/semester is counted as independent activity (For example faculty serving on capstone signoff on two different semesters can be counted as 2 supervising activities).

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Supervising	Four supervision activities per academic year	Two supervision activities per academic year	

3.3 Mentoring:

Activities include:

3.3.1 - Provide effective academic advisement to the students in accordance with department policies and as assigned by the department chair.

3.3.2 - Involve students in the appropriate level and breadth of scholarly endeavors such as joint publications/posters.

3.3.3 - Perform all responsibilities associated as an Advisor/Co-Advisor for student competition team.

3.3.4 - Perform all responsibilities associated as an Advisor for student chapters/organizations.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Mentoring	Three activities including advising per academic year	Two activities including advising per academic year	

3.4 Student Evaluations:

Activities include:

3.4.1 Prepare a report for each course taught by describing how the student evaluation results are used to provide continuous improvement in teaching. The report shall include:

- *Evaluation instruments used to collect students' feedback.*
- *Proposed instructional improvement plan.*
- *Collect the feedback and analyze the implications of the implemented improvement plan.*

• **Expectation:**

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Student Evaluations	One instructional improvement report per academic year for each course	One instructional improvement report per academic year for each course	Use Department standard report template

3.5 Professional Development:

Some examples that may be appropriate but not limited to include: Participate or contribute to the workshops/conferences related to teaching, advising, mentoring, supervising and instructional technologies conducted by KSU's Center for Excellence in Teaching & Learning (CETL) or other organizations.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Professional Development	Two	One	

3.6 Community Engaged Teaching:

Community Engaged Teaching in accordance with the university's role as a Carnegie Engaged University (see CoACM ARD).

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Community Engaged Teaching	Optional	Optional	

4 Research and Creative Activity

Creative work may be in a variety of forms. Some examples of creative activities that may be appropriate under different Research and Creative Sub-categories are as follows:

4.1 Research Activities

Some examples that may be appropriate include

Publications

Research papers in peer-reviewed conference proceedings, scholarly journals, literary publications and books. Publications in open, online journals, books or overseas conferences that are not organized by discipline-specific, established and verifiable organizations may not be acceptable and the faculty member should have the chair's agreement before proceeding.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Research Activities	Seven publications over a period of five years AND Four must be primary author	Four publications over a period of five years. AND Two must be primary author	Peer Conferences and Journals must meet departmental guidelines.

4.2 Creative Activity

Some examples that may be appropriate include

Unpublished Writings and Creative Work of Limited Circulation

Presentations at conferences and meetings, technical reports, grant applications (internal or external), construction management designs, and architectural designs inventions leading to patents, and. with discipline-specific, established, verifiable organizations. The chair will make this determination, so it is strongly advised to seek the chair's judgment before proceeding.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Creative Activity	Seven over a period of five years	Five over a period of five years	

4.3 Academic Achievement

Some examples that may be appropriate include

Creative Educational Contributions

Innovative teaching methods, research in instructional techniques and textbooks, development of original materials and methods, development of new courses, and writing course texts and/or manuals. Development of new/existing labs. Development/teaching continued education courses.

External Recognition of Creative Work:

Prizes and awards, invited presentations and consultancies. Participating in interviews (radio, television, newspaper, magazine) related to education or area of expertise.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Academic Achievement	One over a period of five years	Optional	

4.4 Professional Development

Some examples that may be appropriate include

- ***Appropriate Consulting Activities***
Involvement in unique or original activities or methods of applying one’s expertise that are written, presented, or published.
- ***Workshops/conferences/webinars***
Participation in workshops/conferences/webinars related to research and creative activity activities.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Professional Development	Seven over a period of five years	Four over a period of five years	

4.5 Community Engaged Scholarship

Community Engaged Scholarship in accordance with the university’s role as a Carnegie Engaged University (see CoACM ARD).

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Community Engaged Scholarship	Optional	Optional	

4.6 Community Engaged Research and Creative Activity

Community Engaged Research and Creative Activity in accordance with the university’s role as a Carnegie Engaged University (see CoACM ARD).

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Community Engaged Research and Creative Activity	Optional	Optional	

5 Professional Service:

The activities listed below are typical examples of service

5.1 Service to University

Service to the university at various capacities on University wide committees may include

- participating in the work of committees
- contributing to the formulation of goals
- actively sponsoring/advising student organizations
- developing programs
- assisting with administrative functions
- contributing to recruiting activities
- assisting with fund-raising activities
- contributing to the work of advisory committees, foundations
- alumni, or civic groups on behalf of the university

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Service to University	Contribute atleast on one University Wide committee during a period of five years.	Optional	

5.2 Service to College

Service to the College at various capacities on College level committees may include

- participating in the work of committees
- contributing to the formulation of goals

- actively sponsoring/advising student organizations
- developing programs
- assisting with administrative functions
- contributing to recruiting activities
- assisting with fund-raising activities
- contributing to the work of advisory committees, foundations
- alumni, or civic groups on behalf of the college

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Service to College	Contribute at leadership position for at least one College level committees during a period of five years. OR Contribute at any capacity for at least four years on College level committee or committees during a period of five years.	Contribute at any capacity for at least three years on College level committee or committees during a period of five years.	

5.3 Service to Department

Service to the Department at various capacities on departmental level committees may include

- participating in the work of committees
- contributing to the formulation of goals
- actively sponsoring/advising student organizations
- developing programs
- assisting with administrative functions
- contributing to recruiting activities
- assisting with fund-raising activities
- contributing to the work of advisory committees, foundations
- alumni, or civic groups on behalf of the department

Some Examples include but not limited to:

- Advising Student Chapters
 - Contribution to committees such as documenting minutes of faculty meetings, advisory meetings
 - Representing department at Open House events, Construction Education and Foundation of Georgia (CEFGA)
 - Fund raising activities such as procuring scholarships, software grants
- **Expectation:**

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Service to Department	Contribute at leadership position for at least one Departmental level activity during a period of five years. AND <i>One from the of the following</i> Contribute at any capacity for atleast three years on Departmental level activities during a period of five years. OR One Fund raising activity to procure scholarships of worth \$5000 or grants of worth \$250,000	Contribute at any capacity for at least three years on Departmental level activities during a period of five years.	

5.4. Service to the Community

Service to the community at large that contributes to fulfilling the mission of the University

- representing the university at meetings of community and civic organizations;
- organizing university-based activities that assist other educational institutions such as two year institutions; high schools, middle schools, and elementary schools;
 For Example: Serve as judge on Future city Competition or Science Olympiad or other university organized activities.
- utilizing professional talents related to university responsibilities to assist charitable organizations

- assisting/advising student organizations in their execution of public service projects

Since “service to the community” includes a wide range of activities, it is the responsibility of the faculty member to clearly demonstrate how the documented activities further the mission of the university.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Service to the Community	Contribute at any capacity for atleast 5 community service activities during a period of five years.	Contribute at any capacity for atleast 3 community service activities during a period of five years.	

5.5. Professional Development

Professional service to the profession may include:

- contributing to the activities of professional societies
- actively participating in committees of professional societies
- chairing or organizing professional meetings or conferences
- holding office in a professional organization
- reviewing peer reviewed conferences or journals
- conducting workshops

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Professional Development	Seven over a period of five years	Four over a period of five years	

5.6 Community Engaged Service

- Community Engaged Service in accordance with the university’s role as a Carnegie Engaged University (see CoACM ARD).

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Community Engaged Service	Optional	Optional	

5.7 Administration and Leadership

5.7.1 Scholarly and Other Activities: activities that are not traditionally captured in one of the other performance areas such as coordination, faculty development, fundraising, fiscal management, personnel management, and public relations

5.7.2 Professional Development: professional development activities that have enhanced your performance in the area of Professional Service

Although generally not applicable to all faculty, the category of Professional Service also includes administration and leadership. This includes scholarly and non-scholarly activities that some faculty and most administrators carry out. Such activities include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not traditionally captured in one of the other two performance areas. This area applies primarily to administrative faculty, but it is available to teaching faculty who spend a significant part of their time on administrative tasks (e.g., directing a program or overseeing a grant). Faculty evaluated in this area must clearly articulate their goals and document the quality and significance of their activities and achievements in the same manner as in any of the other areas.

Faculty in administrative and leadership positions are often not directly engaged in teaching, research and creative activity, and professional service in the same way as other faculty. As such, these faculty members should demonstrate the quality and significance of their leadership and administration, especially how effectively they foster the requisite fiscal, physical, interpersonal, intercultural, international, and intellectual environment for achievement in these areas.

For example, leadership in teaching could include how the administrator assisted unit colleagues to achieve more scholarly and effective teaching. In research, an administrator might document leadership by showing how the administrator aided unit colleagues in their efforts to improve the quality and significance of their research. In service, leadership could be demonstrated by showing how the administrator encouraged and assisted unit colleagues to engage in more scholarly and effective service. In sum, administrative faculty act as leaders by assisting colleagues in their unit to achieve and surpass University, college, and departmental goals in teaching, supervision and mentoring of students, research and creative activity, and professional service.

Expectation:

<i>Sub-Category</i>	<i>Noteworthy</i>	<i>Satisfactory</i>	<i>Comments</i>
Administration and Leadership	Optional	Optional	

