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The Code of the Department of Construction Management

College of Applied Human Sciences

Colorado State University

Table of Contents

1.0	Introduction.....	3
1.1	Vision.....	3
1.2	Mission.....	3
1.3	Values	3
2.0	Administrative Organization.....	4
2.1	Department Head	4
2.2	Eligible Faculty	4
3.0	Department Committees	5
4.0	Department Procedures	5
4.1	Assessment and Quality Control.....	5
4.2	Department Meetings.....	5
4.3	Professional Advisory Development Board (PADB)	6
4.4	Department Representation on College and University Committees.....	6
4.5	Department Code Review	6
4.6	Attendance and Office Hours.....	7
4.7	Teaching Assignments	7
4.8	Graduate Student Advisory Committee Selection and Service.....	7
4.9	Resolving Grievances	9
4.10	Hiring Faculty	9
4.11	Tenure Granting	9
4.12	Faculty Performance Reviews for Tenured and Tenure-Track Faculty	10
4.13	Faculty Performance Reviews for Special Appointment Faculty (non-tenure track)	13
4.14	Administrative Professional Performance Reviews.....	14
4.15	Mentoring.....	14
4.16	Leave Guidelines	14
	Appendix A: Student Appeal Process – Departmental Procedures, Requirements	15
	Appendix B: Department of Construction Management Guidelines for Tenured and Tenure-Track Faculty Performance Evaluations	17
	Appendix C: Department of Construction Management Guidelines for Special Appointment Faculty Performance Evaluations	23

1.0 Introduction

The Department is located within the College of Applied Human Sciences, along with seven other academic units. The mission of the College is to advance discovery, learning, and engagement that enhance the well-being of people, the environment in which they live, and address complex societal issues.

The Department provides an interdisciplinary curriculum that combines courses in construction materials and methods, estimating, scheduling, and computer applications with the basics of civil engineering, business, management, communication skills, and the humanities. The focus is on integrating innovative management systems, computers, and other technologies into the construction process. The Construction Management major addresses issues related to managing multiple construction projects and applying knowledge and skills in resource management, ethics, sustainability, schedule control, cost control, design, safety, and other requirements of the construction process. To further their knowledge of how this broad-based education is applied in the field, undergraduate students are required to complete a six-month internship in a construction-related job or 500 hours of work experience and a three-month internship. Graduate students may concentrate their study in two emphases: Construction Management and Information Systems or Sustainable Building.

The Department offers coursework, research opportunities, and hands-on learning experiences that lead to a Bachelor of Science or a Master of Science degree. The undergraduate degree program is accredited by the American Council for Construction Education.

The Department also encourages students to take the Certified Professional Constructor exam, which is administered by the American Institute of Constructors. Students who pass the exam are awarded the designation of Associate Constructor.

Policies and procedures outlined in the Department of Construction Management Department Code were developed and adopted by the Department's eligible faculty. Procedures and policies contained within the Code are consistent with Colorado State University's Academic Faculty and Administrative-Professional Manual (AFAPM). In the event that inconsistencies occur between the Department of Construction Management's policies and procedures and the AFAPM, the AFAPM shall take precedence.

1.1 Vision

The Department of Construction Management will attain prominence as the country's highest quality construction education program, forging collaborations among disciplines with similar interests and also among industry, alumni, and international partners.

1.2 Mission

The mission of the Department of Construction Management is to advance the knowledge and practice of construction management for the betterment of society through teaching, applied research, and service to local, national, and global communities.

1.3 Values

The following list of core values is at the heart of everything we do and stand for in the Department of Construction Management:

Provide the nation's highest quality construction management education.

We share a passion for learning, discovery, and serving. We encourage, recognize, and reward innovation, research, teaching, and service. We have high standards for the quality of learning experience we provide for the students we serve. We foster development personally, professionally, and as a department, and we embrace change as an opportunity to better our program.

Make a positive difference in the lives of students.

We are committed to providing our students with the knowledge and tools that will enable them to succeed in their careers and act responsibly and caringly in their personal lives and as global citizens. We are passionate about lifelong learning and we strive to inspire that passion in our students.

Be a part of something larger than our individual selves.

We support the success and well-being of every member of the Construction Management family. We appreciate and celebrate our individual and collective achievements, which strengthen our department, enrich our organizational culture, and make us better educators. We care about our colleagues and our students, and we strive to support them.

Exhibit professionalism.

We value and model integrity, honesty, accountability, and skills that are central to a construction professional. We project a professional image and maintain a professional working environment. We value the autonomy and independent thought and work of each member of the Construction Management family and respect the contributions each person makes. We encourage open communication, teamwork, and cooperation.

Care for our environment.

We care about the communities in which we play a part: campus, local, state, national, and global. Our goal is to promote the social, environmental and economic aspects of sustainability with special emphasis on community, healthy living and human equality.

2.0 Administrative Organization

The Department of Construction Management operates under a collegial system of faculty and staff participation. Decisions of policy, program, and direction within the Department are the prerogative of the Departmental academic faculty as described in the AFAPM section C.2.4.2. Decisions in departmental affairs are governed by majority vote of the eligible faculty and/or through committees and people that represent the faculty and advise the Department Head.

2.1 Department Head

The administration of the Department of Construction Management shall be the responsibility of the Department Head. The Department Head shall be selected as specified in the AFAPM. The duties of the Department Head shall be those specified in the AFAPM section C2.6.2. The term of office shall be in compliance with the AFAPM.

Responsibilities of the Department Head include:

- Directing the work of the department including assigning administrative positions as needed
- Preparing and administering the department's budget
- Recommending personnel actions
- Assigning work loads
- Appraising performance of faculty members
- Providing department leadership
- Coordinate delivery of student support services such as advising, internships, scholarships, etc.

2.2 Eligible Faculty

The academic faculty who may serve and vote in Department governance, except when specified otherwise in the code, are those members with a regular, special, or transitional appointment of at least half time in the Department of Construction Management.

The faculty advises and makes recommendations to the Department Head and College and University administrators regarding:

- Hiring of new faculty members
- Faculty member promotion, tenure, and post-tenure issues
- Research programs
- Curricula
- Physical facility needs
- Other items as requested by administrators or deemed appropriate by the faculty

3.0 Department Committees

Individuals and committees help facilitate and coordinate the many activities necessary for the Department to function. Establishing committees, assigning their responsibilities, naming committee members, and terminating committees is a responsibility of the Department Head. The purpose of committees is to provide an organizational framework for department personnel to collectively conduct activities vital to department functioning. Committee membership may include any person budgeted in the department and may include students or others from within or outside the department or university. All committees must meet at least once a semester. By September 1 of each year, the Department Head shall publish a list of departmental standing committees, their responsibilities, and a listing of the chair and members of each committee. The Department Head may, at any time, appoint an ad hoc committee to address specific issues that may arise.

4.0 Department Procedures

The Department Head in consultation with faculty and staff will establish department committees and task forces as needed. Committee assignments and duties are determined by the Department Head. Standing committees include:

- Appeals
- Assessment
- Curriculum
- Tenure and Promotion

4.1 Assessment and Quality Control

The department recognizes the importance of a strong and continuous assessment of its academic quality and outcomes to realize its vision and mission. To accomplish this goal, the department relies on data managed and interpreted by the CM Assessment Committee. Reports resulting from this assessment are periodically provided to the Department Head, other academic and administrative units within the department and to the entire department's faculty. The CM Assessment Committee reports are publicly available and serve as the basis for assessing the department's quality and outcomes. Refer to the CM Academic Quality and Outcome Assessment Plan for the assessment tools and plan implementation.

4.2 Department Meetings

Meetings of the faculty and staff shall be called by the Department Head monthly during each academic term except for summer. An e-mail announcement will be distributed to faculty and staff members in advance of the meeting. A minimum of one department meeting a year shall include a discussion of Departmental budget priorities and allocations within the context of the Strategic Plan. Additional faculty meetings may be called at the discretion of the Department Head, or at the request of at least three faculty members or a Committee Chair. Agenda items for department meetings may be submitted by any member of the faculty or staff, no later than 3 days before the meeting.

Attendance at department meetings is mandatory. Exceptions are granted for illness, scheduled courses, attendance at professional meetings that cannot be scheduled at another time, conference travel, and special circumstances (e.g., sabbatical leave, family medical leave).

The minutes of each department meeting and the department retreat will be recorded and distributed via email within two weeks following the respective meeting.

The Head of the Department serves as Chair for purposes of conducting department meetings. All eligible faculty members may vote on issues presented for action; the Chair may vote only in the event of a tied vote.

4.3 Professional Advisory Development Board (PADB)

The Construction Management Professional Advisory Development Board was established on January 1, 2000 to support and promote the Construction Management program at Colorado State University. Members consist of individuals from construction-related industries that make an annual donation to a CM fund to participate on the board.

The objectives of the advisory board are to:

- Promote and improve the construction profession through education and the development of a body of construction knowledge.
- Advance and support the highest quality faculty, educational facilities, and undergraduate and graduate programs for students enrolled in the Construction Management major.
- Serve as a liaison between the construction industry and the Department of Construction Management.
- Develop and implement innovative programs that will benefit the Department as well as the construction industry.
- Provide advice and counsel and contribute to the Department's vision and mission.

The advisory board meets on campus each spring and fall and holds an open dialogue with faculty and staff. Dates for these meetings are the third Tuesday in March and October as set by the PADB guidelines, and notice is provided to all members at least 30 days before each meeting. Additional sub-committee meetings are held as necessary throughout the year.

4.4 Department Representation on College and University Committees

Faculty and staff representatives from the Department also serve on the College's committees. Each member serves a three-year term and may serve a maximum of two consecutive terms on any particular committee. New members begin their terms of service on September 1. For a description of each committee, see the CAHS Code section V. For a description of University committees and requirements, see AFAPM Section C.

4.5 Department Code Review

Department Code Review shall occur no less than every 5 years. After amendments to the department code have been approved by a two-thirds (2/3) majority of the faculty members of the department eligible to vote, a copy of the amended code shall be provided to the dean of the college and the Provost, and, upon acceptance (as specified in AFAPM section C.2.4.3) of the amendments, the department shall begin to operate in accordance with its amended code.

4.6 Attendance and Office Hours

Faculty members are expected to meet their classes at the regularly scheduled times. Given the variety of responsibilities for our faculty, there will be occasions when a faculty member will be forced to miss class meeting times. If an event is known in advance then the faculty member should make arrangements to have the class taught by another person. Cancellation of the class should be done only as a last resort. Such dates may be ideal for administering exams or having guest speakers. When a conflict is discovered, the faculty member should notify the Department Head of the dates that the faculty will be missing, along with the planned activities for those dates (i.e. administering exams, guest speakers, student project work days, library research, substitute faculty, etc. . .). This written notification should be provided to the front office at least one (1) week prior to the date the class will be missed/cancelled.

In the event that it is necessary to cancel a class meeting due to an illness or unplanned event the faculty member should notify the front office as soon as possible on the day of the unplanned absence, by either speaking to a staff member or by leaving a voice mail message. The faculty member is responsible for obtaining a substitute when possible.

Faculty members are expected to make time available for student conferences. Office hours should be convenient to both student and instructor, and opportunities provided for prearranged appointments. Available office hours should be communicated to students and posted on the faculty member's office door.

4.7 Teaching Assignments

Teaching loads shall be negotiated between the faculty member and the Department Head subject to the AFAPM Section C.2.6.2.e. The Department follows whenever possible the college recommendation that the Departmental resident instruction faculty members teach an average teaching load of 55% time.

Individual Department members shall be encouraged to develop excellence in specific teaching areas. Within the limitations of available teaching personnel and courses to be taught, teaching assignments will be made by the Department Head with an attempt to have faculty members teach in their specialty areas.

Tenured and tenure-track faculty members may have their 9-month teaching loads reduced based on research responsibilities and buy-out of teaching time via a portion of their 9-month salary provided by a grant or contract. Faculty wishing to do so must consult with the Department Head who must also take into account ACCE accreditation requirements and faculty teaching assignments.

4.8 Graduate Student Advisory Committee Selection and Service

Committee Composition

The Graduate Committee is made up of the student's advisor, who chairs the committee and must be a member of the CM Department faculty, and two committee members: one from the CM department and one from outside the Department. Students should select committee members based on their knowledge, expertise, and research interests, which should be closely related to those of the student. Emeritus faculty may be committee members but may not serve as the advisor.

An additional faculty member may serve on the committee. Occasionally, a student will request a committee member from outside the University. Non-faculty appointments are subject to certain restrictions and a detailed appointment process. To add a non-faculty member to the committee, see the Guidelines for Graduate Advising and Committee Service Graduate School Bulletin.

The Graduate Committee and Program of Study are established simultaneously with the GS Form 6 <http://www.colostate.edu/Depts/Grad/Forms/GS6.pdf>. Instructions for completion of the GS Form 6 are at <http://www.colostate.edu/Depts/Grad/Forms/GS6Instructions.pdf> . Students select committee members in

consultation with their advisor, and membership must be approved by the Department Head and Dean of the Graduate School.

Function of the Committee

The function of the Graduate Committee is to assist the student in developing and completing the graduate program. Typically, three formal committee meetings are required to address the following items:

- 1) Review and approve the Program of Study (GS Form 6).
- 2) Review and approve the thesis or professional paper research proposal.
- 3) The student's defense or presentation of his/her thesis or professional paper, before obtaining committee signatures of acceptance.

Graduate Student's Responsibilities

The student is responsible for scheduling meetings with committee members, and obtaining signatures on and submitting any necessary forms to the Graduate School and Department.

Roles of Committee Members

All members of the committee are required to:

- attend the proposal and final thesis defense meetings;
- review and approve the proposal and final thesis; and
- assist the student in the process by offering guidance in their respective area(s) of expertise.

Advisor

Each incoming graduate student is assigned a temporary faculty advisor who acts as initial advisor while the student is investigating research interests, potential committee members, and permanent advisor options. After the student's research interests are considered, the student will request a Department faculty member to serve as advisor and chairperson of the graduate committee. The permanent advisor must be chosen by the student by the end of the second semester and approved by the Department Head and Graduate Dean via the GS6 form. The advisor is responsible for mentoring and guiding the student in his/her program of study, thesis committee selection, future career options, and the writing, research, and defense of the thesis. The advisor is also responsible for educating the outside committee member on the Department's final thesis defense process.

While the student is responsible for scheduling meetings with committee members, obtaining signatures and submitting any necessary forms to the Graduate School and Department, and assuring that all requirements for graduation are met, the advisor should monitor the student's progress to help ensure rules and requirements are met.

The advisor shall also inform the graduate advisee of the existence of the *Graduate Bulletin* and appropriate sections such as the "Evaluation of Graduate Students" and "Student Rights and Responsibilities." Graduate students' familiarity with the *Graduate Bulletin* can also be encouraged through general graduate student advising.

Department Member

The second department member's responsibility is to provide the student with additional expertise and guidance in the area of research being pursued.

Outside Member

The purpose of the outside member, by virtue of being from a different discipline, is to bring additional and diverse insights into the student's program of study and research. This member also ensures consistency of practice throughout the University, and sees that the student receives fair and consistent treatment by the Department.

4.9 Resolving Grievances

Faculty and Staff Grievances

The Department believes that the best approach to grievances is prevention through communication. Faculty and staff should deal directly with the Department Head to achieve satisfactory resolution of issues through appropriate communication. In the event that there is communication difficulty between the Department Head and faculty or staff member, the Department may provide an advisory body of faculty and/or staff for the purpose of attempting to arbitrate the concern through local communication. In the event that these measures do not satisfactorily resolve issues, faculty and departments are referred to AFAPM section K for general grievance procedures established at the University for specifics about the process and time limitation relevant to the grievance process.

Student Grievances

For student grievances, refer to Appendix A and AFAPM section I.7.1.

4.10 Hiring Faculty

When a faculty search is authorized, the Department Head shall appoint a search committee. The Search Committee Chair must be a member of the Department and have completed the search chair training offered by the Office of Equal Opportunity.

In order for candidates to be considered for faculty positions, it will be necessary for them to submit a letter of application, complete curriculum vitae and three professional references. A deadline for receipt of applications will be established to be included in any position announcements/advertisements.

All materials submitted by applicants will be open for review by any faculty member, given confidentiality requests.

After a thorough evaluation of all applicants by the search committee, a list of finalists will be identified. The Search Committee Chair will be responsible for obtaining approval by the CSU Office of Equal Opportunity of the pool of candidates, prior to identification of the finalists. Finalists will present a campus seminar and meet with the Search Committee, other members of the Department, the Dean of CAHS, and other appropriate individuals.

A faculty candidate shall be considered for a position in the Department only in accordance with the Departmental objectives, the staff developmental plans of the Department, and the diversity strategic plan of the University. As a result of the search process, the search committee shall solicit feedback from faculty, administrative professionals, staff, and students regarding each candidate interviewed, and submit a written evaluation of each candidate to the department head and to the Dean. The Department Head in consultation with the search committee and the Dean will make the final decision as to the candidate to whom an offer will be extended.

4.11 Tenure Granting

The Academic Faculty Tenure Policy is set forth in the AFAPM section E.10 and shall be used as a guide on all tenure matters. Department guidelines for tenure and promotion evaluations are found in Appendix B. It is the expectation that for tenure-track assistant professors, tenure and promotion to associate professor are linked, such that if a positive recommendation is made in regard to tenure, the recommendation is also made for promotion to associate professor.

The tenured faculty members within the Department (the Tenure and Promotion Committee) will be provided with appropriate materials provided by the tenure applicant and external reviewers, which will serve as the basis for evaluating the individual's qualifications for tenure. The applicant's qualifications will be discussed by the Tenure and Promotion Committee and a formal vote taken on granting tenure. A tenure recommendation shall be by a majority vote of the Tenure and Promotion Committee. The recommendation shall include a vote summary and a statement of reasons representing the majority and minority points of view. The results of the vote, the Tenure and Promotion Committee's written evaluation, the Department Head's recommendation and written evaluation will be sent to the Dean of CAHS. All recommendations will be transmitted through the appropriate administrative channels for recommendation by the College of Applied Human Sciences Tenure and Promotion Committee, the Dean of the College, the Provost's office, the President's Office, and finally by the CSU Board of Governors.

4.12 Faculty Performance Reviews for Tenured and Tenure-Track Faculty

All faculty are subject to annual and periodic comprehensive reviews of performance as outlined below and in the AFAPM section E.14.

1. Annual Performance Evaluations

Procedures for evaluation of faculty shall be in compliance with the AFAPM, and the Department's Guidelines for Tenured and Tenure-Track Faculty Performance Evaluations (Appendix B). Each faculty member on regular appointment, whether tenured or not, undergoes an annual evaluation of performance relative to (1) the particular responsibilities of the position, and (2) the particular objectives which have been previously established with the faculty member for the current year. The faculty member completes a self-evaluation report for the previous calendar year, annual goals for the upcoming year and an updated vita to the Department Head by January 15th in advance of: (1) the annual review by the Tenure and Promotion Committee, and (2) the annual evaluation conference with the Department Head, both of which occur during the month of February. By December 15th, the Department Head will provide the link where the forms can be found. For the evaluation, each faculty member will allow the Department Head and front office staff access to the course evaluation responses to the questions regarding the achievement of the course objectives to meet ACCE requirements. For the evaluation, each faculty member will provide all student course evaluation summary sheets for each course taught or co-taught during the year as part of his/her annual performance self-report, as well as copies of all written comments. The faculty member should also provide the Department Head with any other material pertinent to her/his performance such as reprints of published papers, manuscripts in press, and grant proposals under review.

After the annual review, the Tenure and Promotion Committee will make recommendations to the Department Head prior to the faculty member annual conference with the Department Head. During the annual conference, the Department Head will (1) present a verbal evaluation to the faculty member, (2) point out ways to improve in areas in which improvement is vital to the successful career development of the faculty member, including progress toward tenure and advancement in rank, (3) be supportive of the faculty member in areas of satisfactory performance, and (4) attempt to reach agreement on the objectives for the faculty member for the following year. Subsequently, the Department Head will prepare, sign and give a copy of the written summary of the evaluation to the faculty member. The substance of the evaluation shall be based upon criteria provided in Appendix B. The faculty member will sign and return a copy of the evaluation in acknowledgment of its receipt, and can provide written comments on the second page of the evaluation form if he/she disagrees with the evaluation. Should there be disagreement; the faculty member has the responsibility of providing written explanation for the reasons for the disagreement. The evaluation report may be discussed in a second meeting requested by either party. Reference Section K of the AFAPM.

2. Midpoint of Probationary Period Review:

At the midpoint of their probationary period in the Department (e.g., in the 3rd year of a 6-year probationary period), the non-tenured academic faculty member will be notified to submit to the Department Head and the department Tenure and Promotion Committee an updated curriculum vita and an expanded version of their annual performance self-evaluation report to include a statement of their research, teaching and service goals and objectives and a self-analysis of their progress toward tenure. These materials must be provided to the department head by March 1st.

The review shall be conducted by the Tenure and Promotion committee by April 1st. Upon completion, a written summary of the conclusions and recommendations reached by the committee (see section E.14.2 of the AFAPM for possible outcomes) shall be provided to the faculty member, Department Head, Dean and Provost. Each recipient shall have the opportunity to submit written comments in response to the report, which will be directed to the Department Head and passed on to the Dean and Provost. Each of the included administrators may add written comments, and copies of these comments will be given to the faculty member, the Tenure and Promotion committee, and each of the administrators. The final report filed with each of the above shall include any comments provided.

3. Comprehensive Performance Reviews of Tenured Faculty

a. Promotion Progress Reviews:

No later than the fifth year after acquisition of tenure, associate professors will submit to the Tenure and Promotion Committee a copy of all annual reviews since the last comprehensive review or the acquisition of tenure, an updated curriculum vita, a statement of research, teaching and service goals and objectives and a self-analysis by the faculty member of progress toward promotion. Faculty members will be notified by the Department Head in early fall that they are coming up for this review and the due dates established for the annual review will be used.

The review shall be conducted by all tenured faculty members of higher rank than the faculty member being reviewed (excluding the Department Head) following procedures outlined in the AFAPM, section E.13. Upon completion, a written summary of the conclusions and recommendations reached by the committee shall be provided to the faculty member, Department Head and Dean. Each recipient shall have the opportunity to provide written comments in response to the report; the final report filed with each of the above shall include any comments provided.

Considerations on progress toward promotion must be based upon the faculty member's effort distribution and performance in each area of responsibility. In cases where deficiencies have been identified, the Department Head and faculty member will design a professional development plan appropriate for the individual's professional development and set mutually acceptable time-lines for accomplishing each element of the plan. As part of this plan, the faculty member's effort distribution in each of the areas of responsibility may be adjusted to focus on the faculty member's interests, demonstrated performance, and needs of the Department.

There is no specified time interval required to be in rank as an associate professor prior to promotion to professor. Promotion to professor requires an outstanding record of performance in research and education, with achievement of a reputation as a scholar, based on the number and quality of publications, presentations, funded grants, teaching accomplishments, and outreach accomplishments.

b. 5-Year Post-Tenure Comprehensive Reviews:

1) Phase I Comprehensive Performance Reviews:

The Department Head shall conduct Phase I Comprehensive Performance Reviews as outlined in section E.14.3.1 of the AFAPM. These shall be conducted on all tenured faculty members at intervals of five

years following the acquisition of tenure. The faculty member will be notified by the Department Head in early fall if they are coming up for this review and the due dates established for the annual review will be used.

The faculty member being reviewed will submit to the Department Head an updated curriculum vita and an expanded version of their annual performance self-evaluation report to include a summary of all annual reviews since the last comprehensive review or the acquisition of tenure, a statement of their research, teaching and service goals and objectives and a self-analysis of their progress and accomplishments during the previous 5-year period. The Department Head will provide the guidelines for completing the self-evaluation.

The review shall include one of the following possible outcomes:

- a) The faculty member's performance is satisfactory, and no further action is necessary;
- b) The faculty member has deficiencies which the academic supervisor believes can be remedied without implementing a Phase II Comprehensive Performance Review; or;
- c) The faculty member's performance is sufficiently unsatisfactory that a Phase II Comprehensive Performance Review shall be conducted.

In the case of b) above, the Department Head, in consultation with the faculty member, shall prepare a specific professional development plan to assist the faculty member in meeting the departmental expectations as outlined in section E.14.3.1 of the AFAPM.

2) Phase II Comprehensive Performance Reviews:

Phase II Comprehensive Performance Reviews will be initiated when, in the case of c) above, the Department Head determines that a tenured faculty member's performance was unsatisfactory in the Phase I review. Initiation of a Phase II review is not grievable by the faculty member.

The Phase II Review Committee shall consist of all the faculty members of the Tenure and Promotion Committee at the same or higher rank as the faculty member being reviewed. If there are not at least three such members, the Department Head will select additional committee members from faculty members of the same or higher rank within the College. These members will be approved by the Tenure and Promotion Committee considering impartiality and lack of bias. The Department Head shall not be a member of this committee.

The Department Head shall submit to the committee all Phase I review material plus a written statement regarding his/her Phase I decision. The committee may request additional material from the faculty member and/or seek comments from external reviewers. The due dates will be established by the Committee.

The Phase II Review Committee shall complete its review, utilizing the requirements for tenure and accounting for workload distributions. As part of the review, a majority of the Committee must agree on one of three possible outcomes as outlined in section E.14.3.2 of the AFAPM.

Upon completion of the review, the Committee shall provide the faculty member with a written summary of the review, and the faculty member shall have 10 days to provide a written response to the summary if the deficiencies are substantial and chronic or recurrent.

In cases where deficiencies are found that, in the opinion of the Phase II Review Committee, must be remedied, the Department Head will design a professional development plan indicating how these

deficiencies are to be remedied and set time-lines for accomplishing each element of the plan. The plan must be approved by the Dean.

In the event that conditions set forth in Section E.15 of the AFAPM are present, the Review Committee will recommend the initiation of procedures which may result in possible sanctions up to and including tenure revocation.

4.13 Faculty Performance Reviews for Special Appointment Faculty (non-tenure track)

All faculty are subject to annual and periodic comprehensive reviews of performance as outlined below and in the AFAPM section E.14.

1. Annual Performance Evaluations

Procedures for evaluation of special appointment faculty shall be in compliance with the AFAPM, and the Department's Guidelines for Special Appointment Faculty Performance Evaluations (Appendix C). Each faculty member on special appointment undergoes an annual evaluation of performance relative to (1) the particular responsibilities of the position, and (2) the particular objectives which have been previously established with the faculty member for the current year. The faculty member completes a self-evaluation report for the previous calendar year, annual goals for the upcoming year and an updated vita to the Department Head by February 15th in advance of: (1) the annual review by the Tenure and Promotion Committee, and (2) the annual evaluation conference with the Department Head, both of which occur during the month of March. By December 15th, the Department Head will provide the link where the forms can be found. For the evaluation, each faculty member will allow the Department Head and front office staff access to the course evaluation responses to the questions regarding the achievement of the course objectives to meet ACCE requirements. For the evaluation, each faculty member will provide all student course evaluation summary sheets for each course taught or co-taught during the year as part of his/her annual performance self-report, as well as copies of all written comments. The faculty member should also provide the Department Head with any other material pertinent to her/his performance.

During the annual conference, the Department Head will (1) present a verbal evaluation to the faculty member, (2) point out ways to improve in areas in which improvement is vital to the successful career development of the faculty member, including progress toward tenure and advancement in rank, (3) be supportive of the faculty member in areas of satisfactory performance, and (4) attempt to reach agreement on the objectives for the faculty member for the following year. Subsequently, the Department Head will prepare, sign and give two copies of a written summary of the evaluation to the faculty member. The substance of the evaluation shall be based upon criteria provided in Appendix C. The faculty member will sign and return a copy of the evaluation in acknowledgment of its receipt, and is free to provide written comments on the second page of the evaluation form if he/she disagrees with the evaluation. Should there be disagreement; the faculty member has the responsibility for providing written explanation for the reasons for the disagreement. The evaluation report may be discussed in a second meeting requested by either party.

2. Reappointment and Review of Special Appointment Faculty

a. Yearly Review of Special Appointment Academic Faculty:

The performance of special appointment faculty will be reviewed each year by the Department Head, the faculty member's self-evaluation report for the previous calendar year, annual goals for the upcoming year and current vita will form the basis for this review. Reappointment letters will be issued by July 15th.

4.14 Administrative Professional Performance Reviews

Each administrative professional staff member undergoes an annual evaluation of performance relative to (1) the particular responsibilities of the position, and (2) the particular objectives which have been previously established with the staff member for the current year. The staff member completes a self-evaluation report for the previous fiscal year to the Department Head by July 15th in advance of the annual review by the Department Head during the months of July and August. By June 1st, the Department Head will provide the link where the form can be found. The Department Head shall hold a formal annual conference with each individual as part of the evaluation, during which the employee shall be fully advised concerning the methods and criteria used in the evaluation and of the results of the evaluation. The evaluation shall be in writing and shall be signed by the immediate supervisor and the employee, who thereby indicates receipt of the evaluation. A copy shall be provided to the employee.

4.15 Mentoring

It is the policy of the department to provide all untenured and/or new faculty members with one or more peer mentor(s). The role of the mentor is to provide insight into the working of the university, college, and department; including its history, expectations and general knowledge about the institution. This knowledge can aid the individual in the successful and efficient performance of their research, teaching, and outreach duties, and also enhance their potential to obtain tenure and/or rank advancement. It is recognized that individuals will wish to identify their mentor(s); however, to initiate the mentoring process, the department head will assign mentors to the new faculty member at the time the person arrives on campus. In many instances, the mentors will have been members of the Search Committee. After a period of 6-12 months, the new faculty member is encouraged to identify individuals who may be better suited to their mentoring needs, if needed, and will be responsible for informing the Department Head of the change(s). All untenured assistant and associate professors will have identified mentors. It is the expectation that the mentor will schedule meetings at least twice per semester to address questions, facilitate awareness of university and department policies and procedures, etc. Mentoring of new faculty members is an important responsibility and as such will be included as a portion of work effort in the annual performance evaluation of the mentor.

4.16 Leave Guidelines

It is the responsibility of the Department Head to authorize absences of faculty members for legitimate purposes as specified in section F of AFAPM. One important criterion for evaluating and approving leave requests is the extent to which the proposed leave activities support the department needs and priorities. For this reason, faculty members shall discuss with the Department Head approximately six months prior to filing the application for proposed sabbatical leave activities, Fulbright programs, and other absences for legitimate purposes. Note that there are times a Department Head may find it necessary, when balancing department needs with the faculty member's interests, to decline approval.

While sabbatical leaves should not be construed as a mandatory right of any faculty member in the department, such leaves can be considered as a legitimate expectation, providing that the faculty member satisfies the criteria described in this document. Sabbatical leaves are intended to benefit department, the College and the University by increasing the skill level, experience level and/or scholarship of the participating faculty member. Although limitations of resources within the College and University may restrict the actual number of leaves that can be granted in any given year, faculty members are encouraged to consider applying for leave when eligible, and to use such leaves as a means of maintaining and/or enhancing their professional competence. Faculty submitting applications for sabbatical leave must comply with the guidelines and policies outlined in AFAPM Section F.3.4 and CAHS Code Section IX.

Appendix A: Student Appeal Process – Departmental Procedures, Requirements

The Construction Management Appeals Committee will consider requests from students who wish to appeal any processes, standards, and/or requirements within the Department of Construction Management. The Appeals Committee will not review appeals for grade changes.

Students may appeal a grade after first discussing the situation with the instructor. If that discussion doesn't resolve the situation, the student may submit a written request, explaining why he/she is appealing the grade, to the Department Head. Instructions and deadlines for that request are available in the General Catalog (Section 1.7, under "Grade Appeals") and the AFAPM Section I.7. In the event that the instructor feels a grade change is warranted, the instructor will submit a grade change form with the Department Head's signature.

Students wishing to appeal departmental processes, standards and/or requirements must complete a formal application process. To apply, students must:

- Meet with their CM advisor to discuss the appeal process and obtain an application form.
- Turn in the completed application to the CM advisor. An application packet will be considered complete when it contains the following items:
 - Completed application form; students must specify whether or not they would like to be present at the Appeals Committee meeting. By signing this form they indicate their understanding that the Appeals Committee decision is final.
 - A one-page (or less) letter of appeal that states the student's request and explains the extenuating circumstances regarding the request. Students may submit this letter for review and revision suggestions to the advising staff prior to formal submission.
 - An updated CM check sheet, which is available from the CM advising staff.
 - An updated unofficial transcript, available on RamWeb.
 - Any additional supporting documentation.
- The completed application packet must be submitted to the CM advising staff one week prior to the Appeals Committee meeting at which the request will be addressed.

Advising staff pre-appeal responsibilities:

- Review application packet for completeness.
- Attach any additional supporting documents including, but not limited to, curriculum plans, advising notes, and/or email correspondence.
- Make one copy of the application packet for each committee member, and distribute to all Appeals Committee members three business days prior to the meeting.
- The Key Advisor will attend the beginning of the meeting to answer any questions, provide additional documents, and make recommendations.

Construction Management Appeals Committee responsibilities:

- Review each appeal and make a decision regarding whether or not the appeal will be accepted or denied based on each student's individual extenuating circumstance(s).

- The Appeals Committee chair will make notes in the appropriate section of the application form detailing the reason(s) for acceptance or denial of the appeal.
- The committee chair will complete the “office” portion of the appeal form and obtain all necessary signatures from Appeals Committee members.
- The committee chair will turn appeal packets, complete with appropriate notes and signatures, back in to the CM advising office.

CM advising staff post-appeal responsibilities:

- Contact students via email regarding the outcome of their appeal.
- File official copy of the application materials in a specially designated file in the advising office and a duplicate copy in the student’s file.
- Provide assistance to students who may need to adjust their academic plans based on the outcome of their appeal.

Appendix B: Department of Construction Management Guidelines for Tenured and Tenure-Track Faculty Performance Evaluations

1.0 Background

Like our peer institutions, the Department of Construction Management at Colorado State University strives for excellence from its faculty and staff. The department recognizes the need to identify guidelines and expectations for quality in education, scholarship, and service. This document is meant to aid faculty and staff in the department in terms of understanding expectations as well as stakeholders external to the department in understanding the performance of our faculty and staff.

The intent of the following is not to provide strict criteria, but rather to provide *guidelines* that can provide objective incentives for the tenured and tenure-track faculty as well as a framework for appropriate and objective performance evaluations.

2.0 Faculty

Faculty members are responsible for teaching and advising; research and scholarly activity; service; and administrative duties. See the AFAPM for a complete description of the responsibilities of academic faculty members regarding their role as professors and their teaching, classroom, research, and service and outreach activities.

Tenure-track faculty (professor, associate professor, assistant professor) are bound by the departmental, college and University requirements for performance of duties and promotion and tenure.

Faculty performance is primarily evaluated on the quality and quantity of one's productivity in the areas of teaching, research, and outreach or service compared to the effort allocation and goals established during the year of review. The percentage of time devoted (effort allocation) to each of these three activities is determined at the time the faculty member is hired and can be modified by mutual consent in subsequent annual performance evaluations. In general, tenure-track and tenured Construction Management faculty members distribute their time according to the following ranges: teaching/advising/mentoring, 50% to 60%; research and scholarly activity, 25% to 35%; service and/or outreach, 10% to 15%. The combined effort of teaching and research should generally represent 85% - 90% of effort for tenure-track and tenured faculty, although specific allocations of effort are established through agreement between the department head and the faculty member.

For a complete description of faculty responsibilities, see Section E.5 of the AFAPM. Brief descriptions of major faculty responsibilities are provided below.

2.1 Teaching/Advising/Mentoring

Teaching effectiveness is an important consideration in the review, promotion, and tenure processes. Faculty members should develop a teaching portfolio as part of their dossier for promotion and tenure decisions. Elements within the teaching portfolio include (as appropriate for each faculty):

- Number and type of courses taught, and number of students
- Course effectiveness as demonstrated by student evaluations from the current year and previous five years as well as by peer evaluation
- Course syllabi (undergraduate courses must align with ACCE guidelines)
- Graduate students supervised as an advisor or committee member

- Thesis and project supervision
- Teaching innovations such as incorporation of new technology, service learning, and unique teaching methodologies
- Teaching awards
- Statement of teaching philosophy
- Results of competition team coach evaluation survey, if appropriate

The following descriptions of specific performance categories are based on 55% effort distribution for teaching/advising/mentoring. If a faculty member has an effort distribution greater than or less than 55% effort devoted to teaching/advising/mentoring, the expectations will be adjusted accordingly based on an understanding reached by the department head and the faculty member.

There is no attempt to generate numerical scores to evaluate performance, rather the following descriptors are meant to serve as useful guidelines. The descriptors offer insight to the criteria used by the Tenure and Promotion Committee and the Department Head in performance evaluations. Note that a significant number of, but not all, items in a particular category must be achieved to meet that category.

Superior Expectations

- Significant teaching awards or other recognition (national, college, university)
- More than 90% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Success in advising/mentoring graduate students as shown by significant numbers graduating, student research awards, student co-authored manuscripts, and positive comments about the student’s mentor made to the Graduate Program Coordinator
- Creative approaches to teaching and mentoring (development of significant new or innovative course materials or approaches to teaching)
- Recognition by peers as an outstanding teacher who serves as a teaching mentor for other faculty members
- Clear evidence of significant steps taken to enhance teaching or advising
- Serve as a coach of a competition team that places at the regional or national level and/or positive comments about the team’s coach made to the Competition Coordinator
- Significant advising of student organizations

Exceeds Expectations

- Exemplary teaching awards (department), nominations (national, college, university), or other recognition
- Between 85% and 90% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Success in advising/mentoring graduate students as shown by exemplary numbers graduating, student research awards, student co-authored manuscripts, and positive comments about the student’s mentor made to the Graduate Program Coordinator
- Creative approaches to teaching and mentoring (development of exemplary new or innovative course materials or approaches to teaching)

- Clear evidence of exemplary steps taken to enhance teaching or advising
- Active participation as a coach of a competition team
- Exemplary advising of student organizations

Meets Expectations

- Advises an appropriate number of graduate students
- Serve as a coach of a competition team
- Between 75% and 85% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Provides evidence of steps taken to improve courses and/or teaching
- Evidence that efforts are made to keep course content and materials current and in accordance with ACCE guidelines¹

Below Expectations

- Lack of graduate students advising
- Less than 75% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Little evidence that steps are being taken to improve courses or update course materials to be current with industry standards and ACCE guidelines¹
- Unreasonable cancellation of classes

Unsatisfactory

- More than 30% of teaching evaluations related to faculty effectiveness are in the “Below Average” and “Poor” categories, Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Evidence of problems in teaching or advising (justified and verified complaints-e.g. non-anonymous, substantiated by second parties, etc.)
- Lack of interest or evidence in updating courses, materials, or improving teaching techniques
- Excessive cancellation of classes

2.2 Research/Scholarship

Faculty members in Construction Management are expected to contribute to the body of knowledge to advance the construction industry and enhance construction education.

The following descriptions of specific performance categories are based on 35% effort distribution for research/scholarship. If a faculty member has an effort distribution greater than or less than 35% effort devoted to scholarship, the expectations will be adjusted accordingly based on an understanding reached by the department head and the faculty member. It is also recognized that there exists a fairly normal “ebb and flow” of research publications, such that a single year may not adequately represent faculty research activity during a given evaluation period.

¹ ACCE guidelines include the requirement to provide for each course each semester: syllabus; examples of student assignments, exams, quizzes, and final projects of excellent, good, and poor quality; and faculty solution sets.

There is no attempt to generate numerical scores to evaluate performance, rather the following descriptors are meant to serve as useful guidelines. The descriptors offer insight to the criteria used by the Promotion and Tenure Committee and the Department Chair in performance evaluations. Note that a significant number of, but not all, items in a particular category must be achieved to meet that category.

Superior Expectations

- More than 3 refereed publications with at least two manuscripts published in top quality peer-reviewed construction-related journals and submission of 1-2 additional manuscripts for publication.
- Acquisition of one multi-year, extramural research grant
- Submission of at least one additional external grant proposal as a PI or Co-PI
- Superior maintenance of a funded research program as noted by interim reports, final reports, sponsor presentations, significant dissemination of results

Exceeds Expectations

- 2-3 refereed publications with 1-2 manuscripts published in top quality peer reviewed construction-related journals and submission of 1-2 additional manuscripts for publication.
- Submission of at least one external grant proposal as a PI or Co-PI
- Exemplary maintenance of a funded research program as noted by interim reports, final reports, sponsor presentations, exemplary dissemination of results

Meets Expectations

- 1-2 refereed publications in top quality peer reviewed and submission of at least one additional manuscript for publication
- Submission of at least one external grant proposal as a PI or Co-PI
- Evidence of self-initiated research

Below Expectations

- No manuscripts submitted for publication or submission of manuscripts fails to result in publications
- No attempts to secure external funding
- Little evidence of self-initiated research

Unsatisfactory

- Despite the percent effort allocated to research and scholarly work, the faculty member exhibits no effort to create a plan to engage in research and scholarly work

2.3 Service/Outreach

Service is a critical component of construction education. Faculty members in Construction Management are expected to provide service to the university, the community, and the construction industry. Similarly, contributions to student welfare through service as an advisor to student organizations and mentoring will be recognized as evidence of service to the Department.

All faculty are expected to work for the common good of the Department, the College, and the University. Teamwork is critical for success on the job, and faculty must be able to maintain relationships with students, co-workers, and other constituents that are based on professionalism and mutual respect.

The following descriptions of specific performance categories are based on 10-15% effort distribution for service/outreach. If a faculty member has an effort distribution greater than or less than 10-15% effort devoted to service, the expectations will be adjusted accordingly based on an understanding reached by the department head and the faculty member. There is no attempt to generate numerical scores to evaluate performance, rather the following descriptors are meant to serve as useful guidelines. The descriptors offer insight to the criteria used by the Promotion and Tenure Committee and the Department Chair in performance evaluations. Note that a significant number of, but not all, items in a particular category must be achieved to meet that category.

Superior Expectations

- Member of a journal editorial board
- Holds an office in a national professional organization
- Significant service as a reviewer or editor for research journals and/or proceedings
- Provides significant leadership on department, college, or university committees
- Serves on significant grant review panels
- Significant mentoring of colleagues inside and/or outside the department
- Significant engagement of members of the construction industry

Exceeds Expectations

- Provides exemplary leadership on department, college, or university committees
- Exemplary service as a reviewer for research journals and/or proceedings
- Serves on exemplary grant review panels
- Exemplary mentoring of colleagues inside and/or outside the department
- Exemplary engagement of members of the construction industry

Meets Expectations

- Serve as a reviewer for research journals and/or proceedings
- Serves on department, college, and university committees
- Active participation in department meetings and events
- Provides outreach to lay audiences on topics within area of expertise
- Attends at least one professional organization meeting per year

Below Expectations

- Fails to meet at least 2 of the criteria identified in “meets expectations”

Unsatisfactory

- Provides no recognizable service to the department, college, university, or profession

2.4 Administrative Responsibilities

Some faculty members within Construction Management will have administrative responsibilities that require a significant identifiable percent effort beyond teaching, research, and service. These responsibilities must be considered in assigning the respective effort distributions for the individuals assuming these positions, and also in the evaluations of their performance. Individuals holding these

positions will have a reduction in their assigned teaching and/or research loads, based on their negotiations with the Department Head. At the time of assignment, specific performance goals will be established jointly by each individual and the department head.

Appendix C: Department of Construction Management Guidelines for Special Appointment Faculty Performance Evaluations

1.0 Background

Like our peer institutions, the Department of Construction Management at Colorado State University strives for excellence from its faculty and staff. The department recognizes the need to identify guidelines and expectations for quality in education, scholarship, and service. This document is meant to aid faculty and staff in the department in terms of understanding expectations as well as stakeholders external to the department in understanding the performance of our faculty and staff.

The intent of the following is not to provide strict criteria, but rather to provide *guidelines* that can provide objective incentives for the special appointment faculty as well as a framework for appropriate and objective performance evaluations.

2.0 Faculty

Faculty members are responsible for teaching and advising; service; and administrative duties. See the AFAPM for a complete description of the responsibilities of academic faculty members regarding their role as professors and their teaching, classroom, and service and outreach activities.

Special appointment faculty (are bound by the Departmental, College and University requirements for performance of duties.

Faculty performance is primarily evaluated on the quality and quantity of one's productivity in the areas of teaching, and outreach or service. The percentage of time devoted to each of these activities is determined at the time the faculty member is hired and can be modified by mutual consent in subsequent annual performance evaluations. In general, special appointment Construction Management faculty members distribute their time according to the following ranges: teaching/advising/mentoring, 80% to 100%; service and/or outreach, 0% to 20%.

For a complete description of faculty responsibilities, see Section E.5 of the AFAPM. Brief descriptions of major faculty responsibilities are provided below.

2.1 Teaching/Advising/Mentoring

Teaching effectiveness is an important consideration in the review, and reappointment processes. Faculty members should develop a teaching portfolio as part of their dossier for review and reappointment decisions. Elements within the teaching portfolio include (as appropriate for each faculty):

- Number and type of courses taught, and number of students
- Course effectiveness as demonstrated by student evaluations from the current year and previous five years as well as by peer evaluation
- Course syllabi (undergraduate courses must align with ACCE guidelines)
- Graduate students supervised as a committee member
- Teaching innovations such as incorporation of new technology, service learning, and unique teaching methodologies
- Teaching awards
- Statement of teaching philosophy

- Results of competition team coach evaluation survey, if appropriate

The following descriptions of specific performance categories are based on 85% effort distribution for teaching/advising/mentoring. If a faculty member has an effort distribution greater than or less than 85% effort devoted to teaching/advising/mentoring, the expectations will be adjusted accordingly based on an understanding reached by the department head and the faculty member.

There is no attempt to generate numerical scores to evaluate performance, rather the following descriptors are meant to serve as useful guidelines. The descriptors offer insight to the criteria used by the Promotion and Tenure Committee and the Department Head in performance evaluations. Note that not all items in a particular category must be achieved to meet that category.

Superior Expectations –

- Significant teaching awards or other recognition (national, college, university)
- More than 90% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Success in advising/mentoring graduate students as shown by significant numbers of thesis committee assignments, student teaching awards, mentoring graduate student teaching assistants, and positive comments about the student’s mentor made to the Graduate Program Coordinator
- Creative approaches to teaching and mentoring (development of significant new or innovative course materials or approaches to teaching)
- Recognition by peers as an outstanding teacher who serves as a teaching mentor for other faculty members
- Clear evidence of significant steps taken to enhance teaching or advising
- Serve as a coach of a competition team that places at the regional or national level and/or positive comments about the team’s coach made to the Competition Coordinator

Exceeds Expectations

- Exemplary teaching awards (department), nominations (national, college, university), or other recognition
- Between 85% and 90% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” (categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Success in advising/mentoring graduate students as shown by exemplary numbers of thesis committee assignments, student teaching awards, ,mentoring graduate student assistants, and positive comments about the student’s mentor made to the Graduate Program Coordinator
- Creative approaches to teaching and mentoring (development of exemplary new or innovative course materials or approaches to teaching)
- Clear evidence of exemplary steps taken to enhance teaching or advising
- Active participation as a coach of a competition team

Meets Expectations

- Advises an appropriate number of graduate students as committee member or teaching mentor
- Serve as a coach of a competition team

- Between 75% and 85% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Provides evidence of steps taken to improve courses and/or teaching
- Evidence that efforts are made to keep course content and materials current and in accordance with ACCE guidelines²

Below Expectations

- Lack of graduate students thesis committee or teaching development participation
- Less than 75% of teaching evaluations related to faculty effectiveness are in the “Excellent” and “Above Average” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Little evidence that steps are being taken to improve courses or update course materials to be current with industry standards and ACCE guidelines²
- Unreasonable cancellation of classes

Unsatisfactory

- More than 30% of teaching evaluations related to faculty effectiveness are in the “Below Average” and “Poor” categories. Numerical teaching evaluations can be supplemented by written student comments at the faculty member’s discretion
- Evidence of problems in teaching or advising (justified and verified complaints)
- Lack of interest or evidence in updating courses, materials, or improving teaching techniques
- Excessive cancellation of classes

2.3 Service/Outreach

Some faculty members within Construction Management will have service and outreach responsibilities that require a significant identifiable percent effort beyond teaching.. These responsibilities must be considered in assigning the respective teaching effort distributions for the special appointment faculty, and also in the evaluations of their performance. Special appointment faculty may receive a reduction in teaching effort based on service and outreach responsibilities negotiated with the Department Head. At the time of assignment, specific performance goals will be established jointly by each individual and the Department Head.

² ACCE guidelines include the requirement to provide for each course each semester: syllabus; examples of student assignments, exams, quizzes, and final projects of excellent, good, and poor quality; and faculty solution sets.