

Department of Construction Technologies
Faculty Retention, Tenure, and Promotion Policy
Department of Construction Technologies

Overview

This Retention, Tenure and Promotion (RTP) policy has been developed by the Department of Construction Technologies (CT) tenured faculty. Criteria for this document are in alignment with university, college and department mission strategies and core values. University policies: 637-*Tenure and Appeals*, 638-*Post Tenure Review*, and 632-*Assignment and Advancement in Academic Rank* (<http://www.uvu.edu/policies/officialpolicy/index.php>) are reflected throughout this document.

Purpose

The purpose of this document is to provide the user with guidance in obtaining and maintaining tenure and progressing towards rank advancement. The creation of the yearly faculty planning, reporting, and evaluation process should drive all RTP requests. Goals and their evaluation criteria should be set and agreed upon with the department chair in such a way that upon successful completion will meet the RTP criteria established in this document. Emphasis in preparing RTP documents should focus on the areas of teaching, scholarship and service. (*see Appendix A: CT RTP Guidelines*). Peer, supervisory, and student reviews must accompany all requests for rank advancement, midterm tenure review, and tenure.

Department RTP Requirements

Teaching

It is expected that each tenure track and full-time faculty will facilitate the minimum full teaching workload requirements set forth by the College of Technology and Computing. Faculty must conduct reasonable office hours pertaining to student engagement and mentoring. Faculty must maintain construction industry affiliation through memberships, service, and/or certifications.

Scholarship

It is expected that each faculty dedicate a portion of their responsibilities to scholarly/professional works towards improvement of skills, knowledge and abilities pursuant to the goals and mission of the Construction Technologies department.

Service

It is expected that each faculty dedicate a portion of their responsibilities to service in the community, Utah Valley University, and personal professional development. Faculty should maintain current construction (or related) industry affiliation through trade association memberships or certifications.

Mentoring

It is recommended that each tenure-track faculty be assigned a tenured faculty by the department chair (department chair is preferred if tenured), to serve as a mentor to the tenure-track faculty for the duration of the tenure process. If warranted, the tenure-track faculty may be reassigned a different mentor either if requested or out of necessity.

Reporting

All plans, reports and documentation must be submitted on or before the following dates. (*see Appendix B: CT RTP Reports and Forms*).

CT Faculty Evaluation, Rank & Tenure Timeline: (*beginning 2011 – 2012*)

Sept 1	Annual Faculty Plan Report (AFPR) is due to CT Department Chair (<i>for previous academic year</i>)
Sept 1	Annual Faculty Plan Report (AFPR) is due to CT Department Chair (<i>for current academic year</i>)
August 20	CT Chair evaluation of faculty AFR Annual Faculty Review by CT Chair
August 30	Annual Faculty Plan (AFP) is due to CT Department Chair (<i>for upcoming academic year</i>)
Sept 7	Final Review and signing of AFP with faculty member and CT Chair
Sept 15	Request for Midterm/Tenure Review and/or *Rank Advancement (<i>per University Policy</i>)
Dec 15	Request for Rank Advancement (* Independent of Tenure)

CT Rank Schedule

Instructor

- Bachelors degree (or higher) in a construction technology related field or Professional licensure in a related field
- Minimum 5 years professional industry experience

Assistant Professor

- BS (or higher) in a construction technology related field
- Professional licensure in a related field or a minimum 5 years professional industry experience
- 3 years educational teaching experience in a discipline closely related to construction technology

Associate Professor (Tenure, year seven)

- Master's Degree (minimum) in a construction technology related field
- 5 years teaching experience in a tenure-track at an accredited college or university in a related field
- Record of service on a College and University level *(as defined in CT RTP "Service" Criteria)*
- Measurable achievement in at least one of the areas of Teaching, Service and Scholarly Work, Teaching may not fall below "good". *(as defined in CT RTP "Teaching" Criteria)*
- Document the use of "Engaged Learning" techniques *(as defined by UVU engagement policy)*

Professor

- Graduate degree (masters minimum) in a closely related discipline to construction technology
- Documentation of scholarly work
- Meets expectations in all areas of Teaching, Service and Scholarly Work, one of which must be teaching. *(as defined by CT RTP committee)*
- Professional achievement or recognition on the regional or national level. *(as documented by associations)*
- Continued record of service on the University level. *(as defined in CT RTP "Service" Criteria)*

APPENDIX A
Construction Technologies Department
Retention, Tenure, and Promotion
Guidelines

APPENDIX B
Construction Technologies Department
Retention, Tenure, and Promotion
Reports and Forms



UTAH VALLEY UNIVERSITY

ANNUAL FACULTY PLAN/REPORT

School of Technology & Computing

Academic Year 20xx-20xx

NAME: _____ [faculty name] _____

DATE: _____ August 30, [current year] _____

The *Annual Faculty Plan (AFP)* should consist of a goal sheet in each of the three areas of faculty assessment: teaching, scholarship, and service. The objective is to set goals that will help you improve your effectiveness as a faculty member.

Annual Faculty Plans are due September 1st at the beginning of the academic year.

The Annual Faculty Plan Report should consist of responses to the AFP including an accomplishment statement and a utilization (how will this apply) statement.

Annual Faculty Plan Reports are due shortly after completion of last term taught but no later than September 1 of the following academic year.

All pertinent documentation should be placed in Appendices following the reporting tables and referenced in your Accomplishment Statement.

See the document titled "Faculty Evaluation in the College of Technology and Computing" for more details on completing your Annual Faculty Plan

Faculty Member (printed) _____

Signature and Date _____ Date: _____

Department/Supervisor (printed) _____

Approval Signature and Date _____ Date: _____

ANNUAL FACULTY PLAN

Teaching Goals

- A. I want these goals to count for _____ % toward my evaluation. (see Appendix A)
- B. Detailed teaching goals:
- C. I will evaluate the results of these goals in the following way:
- D. To utilize the knowledge I have gained from achieving these goals, I will....
- E. To accomplish these goals, I will need.... (*resources*)

Faculty Initials: _____

Department Chair Initials: _____

**ANNUAL FACULTY PLAN
Scholarship Goals**

- A. I want these goals to count for _____ % toward my evaluation. (See Appendix A)
- B. Detailed scholarship goals:
- C. I will evaluate the results of these goals in the following way:
- D. To utilize the knowledge I have gained from achieving these goals, I will....
- E. To accomplish these goals, I will need.... (*resources*)

Faculty Initials: _____

Department Chair Initials: _____

**ANNUAL FACULTY PLAN
Service Goals**

A. I want these goals to count for _____ % toward my evaluation. (see Appendix A)

B. Detailed service goals:

C. I will evaluate the results of these goals in the following way:

D. To utilize the knowledge I have gained from achieving these goals, I will....

E. To accomplish these goals, I will need.... (*resources*)

Faculty Initials: _____

Department Chair Initials: _____

Self-Evaluation

Name _____

Academic Year 20xx – 20xx

final

draft

Faculty

Peer/Supervisor

Evaluation Instructional Delivery

Evaluation of _____ Evaluated by _____

Course _____ Section _____ Semester/Term _____

Y

ear

Evaluator: Attend one class period taught by the faculty member listed above.

1= Poor 5= Excellent

The Instructor...		1	2	3	4	5
1.	Provided overview of planned content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Was prepared for class and well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Clearly explained the required tasks and their instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Seemed genuinely concerned about student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Addressed student questions and comments appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Assessed understanding of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Interacted and engaged conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Effectively used technology, visual aids, examples, handouts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Demonstrated command of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Tied presented material together at the conclusion of the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points (add each column)		—	—	—	—	—
Totals		_____/50= <input type="checkbox"/>				
Comments						
<hr/>						
<hr/>						
<hr/>						
<hr/>						

Evaluator Signature _____ Date _____

Faculty Peer/Supervisor Evaluation Course Design and Management

Evaluation of _____ Evaluated by _____

Course _____ Section _____ Semester/Term _____

Y

ear

Evaluator: Review all available course materials and data for the course and faculty member listed above

1= Poor 5= Excellent

The Instructor...		1	2	3	4	5
1.	Outlined objectives (COMET) are thoroughly communicated and addressed throughout course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Sufficient and appropriate content materials (visual and audio aids, etc.) are used to address different student learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Various teaching methods are planned and utilized to present the course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Course materials are arranged/addressed in an appropriate sequence, utilizing a syllabus and schedule following department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The course utilizes appropriate evaluation methods on an appropriate schedule to assess student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Each class session has an appropriate lesson plan or daily production schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The course uses engaged learning activities as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Students are kept informed of grades, progress in a timely fashion and all student issues are addressed promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Instructor maintains office hours and allows for student access appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Any change to course content or the syllabus is communicated to the students in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points (add each column)		—	—	—	—	—
Totals		____ /50= <input type="checkbox"/>				
Comments						

Evaluator Signature _____ Date _____

Department Chair Review

Faculty Member: _____

Date of Evaluation: _____

1. Teaching Review
2. Review of Scholarship/Creative Work
3. Review of Service Work
4. Overall Review

Signatures:

Faculty Member: _____

Date: _____

Department Chair: _____