Policy and Procedures for Evaluation, Promotion, and Tenure
Department of Civil, Construction and Environmental Engineering
(CCEE)
North Dakota State University

Approved by CCEE Promotion, Tenure, and Evaluation (PTE) Committee on: **March 30, 2022**
Approved by CCEE Faculty on: **April 14, 2022**
Approved by CoE PTE Committee on: **(see the signed date)**
Approved by CoE Dean on: **(see the signed date)**
Approved by NDSU Provost on: **(see the signed date)**

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Section 1. Introduction

This document is intended to provide guidelines for making decisions regarding promotion and/or tenure of faculty in the Department of Civil, Construction and Environmental Engineering (CCEE) in accordance with the Promotion, Tenure and Evaluation (PTE) Policies of the College of Engineering (COE), Section 352 of NDSU and the North Dakota State Board of Higher Education Policies.

These guidelines identify specific factors that apply to the evaluation of CCEE faculty members in their scholarly performance and development of teaching, research and service responsibilities. Performance evaluations must utilize criteria that are clearly understood and are consistent with the expectations of the Department, the College, and the University.

The responsibility and membership of the PTE committee are described in Section 9 of this document.

Section 2. Mission and Vision of the Department

The CCEE department vision and mission statements are published on the department website: https://www.ndsu.edu/ccee/about/

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Section 3. CCEE PTE Philosophy

The CCEE shares the College philosophy, and the CCEE PTE philosophy is intentionally aligned with the College.

a. Concept of Scholarship

The Department's expectations for faculty can be unified in the concept of Scholarship. Scholarship is defined as a "… creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. It builds on existing knowledge and employs critical analysis and judgment to enhance understanding"[1]. Scholarly work must be made public, must be available for peer-review and critique according to accepted standards, and must be reproducible to be built upon by other scholars. Developing and maintaining a Faculty of Scholars necessitates that the University be "not only a place of teaching but also a place of learning"[2] for students and faculty alike.

The idea of Scholarship has evolved over time. In its earliest form, the role of the professoriate was to teach and Scholarship was tied to that transfer of knowledge. After World War II, graduate education and research gained prominence and there was a greater shift toward the Scholarship of discovery of knowledge. More recently, the view of Scholarship has been broadened further to include the Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching[3]. Because faculty members make up a mosaic of talents, it is important to recognize the diversity of Scholarship in each of these areas. Faculty must be scholars as they carry out their responsibilities in teaching, research, and service.

Some examples of Boyer's Scholarship:[4]

The Scholarship of Discovery
- Search for new knowledge
- Traditional definition of Scholarship
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

The Scholarship of Integration
- Integration of knowledge from different sources
- Presenting overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence.
- Identifying trends and seeing knowledge in new ways.

The Scholarship of Application

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[1] Iowa State University COE Governance Document, 08 March 2012.

[2] C. Wegener, "Liberal Education and the Modern University", 1978 citing D. Gilman, Launching of a University and Other Papers, New York: Dodd Mead & Co., 1906.

[3] Boyer, E.L., Scholarship Reconsidered –Priorities of the Professoriate, Carnegie Foundation for the Advancement of Teaching, 1990.

[4] http://www.northeastern.edu/cpsfacultycentral/wp-content/uploads/2013/03/Defining-Scholarship-with-Boyers-Four-Areas-of-Scholarship-Explored-and-the-New-Digital-Scholarship-A-Faculty-Conversation.pdf

- Discovering ways that new knowledge can be used to solve real-world problems.
- Design of a system, product, or process.
- "New intellectual problems can arise out of the very act of application."

The Scholarship of Teaching
- Search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Advance pedagogy in engineering education.
- Teaching, advising, mentoring.

The qualities of a Scholar are defined as:
1. *Integrity* –Scholars must be truthful and fair in presenting their work.
2. *Perseverance* –Scholars must be curious, exhibit a reasonable level of productivity, and seek to perfect their work over a lengthy period.
3. *Courage* –Scholars must be able to risk disapproval in the name of truthfulness, and must be willing to take on difficult work in the spirit of answering original and important questions.

b. Process Overview

The major investment made by a department is in the hiring of its faculty members; the development of faculty as scholars must be the central focus of faculty annual reviews to make the best use of that investment. The CCEE PTE process is designed to encourage academic well-being and continuous improvement in all facets of faculty scholarship.

To this end, the CCEE PTE expectations are based on the demonstration of Scholarship. The PTE process requires that multiple evaluations are conducted over several years, and are performed by a variety of professional colleagues. The intent is to provide regular, unbiased feedback to enhance the scholarly development of all faculty members.

The PTE process must be used to develop the Scholar in a fair, transparent, and open manner. Annual reviews and third-year reviews by Department leadership are the foundation of the process. This process takes place in the spirit of honest and constructive feedback in the development of the Scholar. The leadership includes the Department Chair and the Department PTE Committee. Multiple evaluations help provide the Scholar with more constructive feedback and reduce the likelihood of a negative decision later in the PTE process. If the PTE process is carried out faithfully by all parties throughout the pre-tenure period, the final outcome of the process should never be a surprise to the Scholar.

Each faculty member within a department has different interests and expertise. These varying needs, interests, and expertise must be blended together to achieve the department goals. The faculty member, together with the Chair, should develop a job description and goals that support programs of excellence in the Department.

c. Assessment Elements

In the book, "Scholarship Assessed", Glassick et al. lay out clear assessment guidelines

and the ideas expressed herein are borrowed heavily from this work[5]. Scholarship of a faculty member's body of work will be assessed based on evidence provided by the faculty member that addresses the following six criteria:

1. Clear goals – Does the Scholar clearly state the basic purpose of the work, define realistic and achievable objectives, and identify important problems in the field?
2. Adequate preparation – Does the Scholar demonstrate understanding of the existing Scholarship in the field, utilize necessary skills and tools in the work, and integrate the necessary resources to move the project forward?
3. Appropriate methods – Does the Scholar effectively use appropriate methods, and modify procedures in response to changing circumstances?
4. Significant results – Does the Scholar achieve the stated goals, make a consequential contribution to the field, and open additional areas for further exploration?
5. Effective presentation – Is the Scholar's work presented with clarity and integrity, with a suitable style and effective organization, and in appropriate forums to communicate to intended audiences?
6. Reflective critique – Does the Scholar use a critical self-evaluation, based on an appropriate breadth of evidence, to improve the quality of work?

It is the responsibility of faculty members to explain how the above elements of Scholarship are present in their teaching, research, and service responsibilities. A major focus, therefore, will be the narrative that describes scholarly development.

Annual reviews, third-year reviews, and critical feedback to the faculty member throughout the PTE process must also address the six criteria noted above. In addition, the annual review and the third-year review must address a broader view of the faculty member's work by addressing the following two questions.

1. Is the current cumulative body of work appropriate for the field and the stage of development of the Scholar?
2. Is there an appropriate progression and improvement of the faculty member's Scholarship?

Section 4. University Expectations

University Policy (Section 352) recognizes teaching, research, and service as the three areas in which faculty are expected to contribute towards the mission of the University. The quality and quantity of contributions in all three areas will be considered at the time of promotion and tenure. Contributions and forms of supporting evidence will vary according to discipline. The performance evaluation of a faculty member for promotion and/or tenure shall also be based upon the individual's job description and workload over the time period under review.

Consistent with University Policy (Section 352), it is within the authority of the NDSU administration to grant credit toward early promotion or tenure when substantial, relevant experience has been documented in the original letter of appointment (hiring contract). Probationary-period faculty are encouraged to take full advantage of the customary six-

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[5] Glassick, C.E., Huber, M.T., and Maeroff, G.I., Scholarship Assessed- Evaluation of the Professoriate, Carnegie Foundation for the Advancement of Teaching, 1997.

year period to demonstrate continuing effectiveness in the context of NDSU. PTE committees for the Department and the College are bound to evaluate the faculty member based on the original letter of appointment and the candidate's job description. Evidence of achievement in the areas of teaching, research, and service shall be evaluated based on a level of documented activities in all areas equivalent to that expected from six years of service at NDSU.

Collegiality, as defined by University Policy, enhances the ability to be effective in teaching, research, and service. A basic expectation of all faculty is to contribute to collegiality in the Department by being ethical, courteous, helpful, and respectful in all aspects of professional conduct.

Section 5. College Expectations

Specific expectations of the College PTE committee are articulated in the CoE Policy and Procedures for Evaluation, Promotion, and Tenure document. The College PTE Committee and the CoE Dean use Department guidelines for promotion and tenure. The effort expectations in teaching, research, and service are to be outlined in the candidate's job description and any modifications that have occurred during the performance period.

Section 6. Department Expectations for Teaching, Research, and Service

The CCEE Department offers undergraduate and graduate degrees in various programs and participates in interdisciplinary graduate programs. The criteria for promotion and tenure support the mission and goals of the Department. The activities of the faculty members are categorized as levels I and II. The level-I activities are some examples of the activities expected of a faculty member during the tenure-track period. The level-II activities are additional activities (in addition to level-I) that are expected of a faculty member post-tenure.

a. Teaching

Teaching scholarship refers to the broad area of student/faculty interaction for educational purposes. Teaching encompasses not only classroom activities but the full range of activities that result in the educational and professional development of students. Teaching scholarship may include outreach and educational extension programs directed primarily toward clientele outside of the University. The Department expects each faculty member to be a competent teacher and advisor who cares about student learning and is a knowledgeable and skilled communicator.

The faculty member should provide a personal narrative with a portfolio of evidence to demonstrate competency as a scholarly teacher and advisor. The personal narrative should highlight the following with regards to the faculty member's teaching responsibilities: clear and appropriate goals, adequate preparation, use of appropriate methods, significant results, and effective presentation. The narrative should also integrate a reflective critique of the Scholar's own work highlighting changes that have been made in teaching methods along with the motivations for and results of those changes. The narrative should synthesize the Scholar's body of teaching responsibility with reference to supporting evidence outlined below. It is important to note that a compilation of evidence is not sufficient, in and of itself, to demonstrate scholarly teaching competency. Rather, that evidence must be integrated in a cohesive narrative.

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Criteria for tenure, promotion, and maintenance of rank

1. <u>Promotion from Assistant to Associate Professor:</u> For promotion from Assistant to Associate Professor, the faculty member shall demonstrate scholarly teaching competency. This competency should be demonstrated through an organized narrative, as outlined above. The faculty member shall be a proficient instructor for all courses taught. "Proficient" means knowledgeable in the subject(s) taught, effective in communication, and competent in assessing student learning. The faculty member shall also be a proficient advisor to all assigned undergraduate and graduate students.

2. <u>Tenure:</u> An applicant for tenure is expected to meet the same criteria for promotion from Assistant to Associate Professor. In addition, the faculty member should demonstrate long-term potential value to the Department, College, and University based on scholarly teaching that aligns with the institutional mission.

3. <u>Promotion from Associate to Full Professor:</u> For promotion from Associate Professor to Full Professor, the faculty member shall demonstrate a continued progression of scholarly teaching and participation in curriculum development. The expectation for promotion to Full Professor is that the faculty member demonstrates a significantly higher level of achievement and recognition than for promotion to Associate Professor. Integration of new models for student learning and integration of research into the instruction of students is particularly encouraged. The responsibility is on the faculty member to explain the progression in teaching Scholarship in the reflective narrative as outlined above. National or international recognition in teaching is encouraged.

4. <u>Full Professor:</u> Full Professors are expected to maintain their work as teaching scholars by continuing to improve the transfer of knowledge using the principles of Scholarship outlined above.

Activity Level-I

At Level I, activities to demonstrate commitment and competency in teaching may include, but are not limited to the following:

1. Using appropriate instructional materials and methods,
2. Developing new courses and/or revising existing courses to incorporate new advances and practices in the field,
3. Conducting course assessment for course improvement and self-improvement as an instructor,
4. Advising undergraduate and graduate students,
5. Advising theses and dissertations to completion,
6. Serving on graduate supervisory committees,
7. Integrating technology in instruction,
8. Engaging in pedagogical and/or professional development activities such as participating in pedagogical presentations/conferences and/or workshops at regional and/or national level, continuing education courses and workshops, and discipline-specific conferences,

9. Participating in curriculum development activities. Contributions to curriculum development could be participating in periodical departmental reviews of the curriculum and in reviewing changes to accommodate the Accreditation criteria on desired student outcome needs, and
10. Participating in accreditation activities.

Activity Level-II (In addition to activity level-I)

At Level II, activities to demonstrate commitment and competency in teaching may include, but are not limited to the following:

1. Developing experiments and tools for instruction,
2. Making significant contributions to curriculum development activities,
3. Advising and motivating students for success in academic and career pursuits,
4. Developing, implementing, and/or evaluating new pedagogical methods,
5. Bringing professional and/or research experience into the classroom,
6. Contributing to instructional infrastructure development,
7. Teaching non-traditional courses, such as computer-assisted courses, distance learning courses, interdisciplinary and multidisciplinary courses, short courses, and workshops,
8. Developing courses and teaching methodologies to expose students to global perspectives,
9. Acquiring funding for advancing teaching and education, and
10. Developing/using innovative methods to evaluate student performance.

Supporting Evidence

Although the narrative serves as the primary basis for documenting the Scholarship of teaching and advising effectiveness, that narrative must be supported by documented evidence. The primary supporting evidence to demonstrate quality of scholarship of teaching includes, but is not limited to, the following:

1. Peer and/or other professional evaluations of: course content, teaching methods, improvement of instructional programs and/or innovative teaching methods, and course or program assessment,
2. Student evaluation of teaching effectiveness including Student Course Experience Survey results,
3. Summaries of feedback from student evaluations of advising,
4. Presentations at regional and national meetings on innovative instructional and assessment techniques,
5. Contributions to curriculum development by participating in the periodical review of the curriculum for changes to accommodate Accreditation criteria and preparing students for Fundamental of Engineering examination and Associate Constructor examination to improve student outcomes,
6. Other documentation of innovative methods to evaluate student learning,
7. Course development, including faculty or administrative evaluation,

8. Supervision of theses and dissertations to completion,
9. Active involvement in accreditation activities, and
10. Demonstration of the use of feedback to improve courses taught.

The secondary supporting evidence to demonstrate the quality of scholarship of teaching and advising includes, but is not limited to, the following:

1. Receipt of awards or special recognition for effective teaching,
2. Receipt of awards or special recognition for advising students and/or organizations,
3. Offering or contributing to continuing education courses and workshops the Department offers, including evaluation of course content and delivery,
4. Participation in professional development related to improving teaching effectiveness and student learning,
5. Activities that bring professional practice and ethics to the classroom, and
6. Development of innovative methods to evaluate student performance.

b. Research

Research scholarship includes activities that focus on discovery and integration related to a scholar's defined area(s) of study. Such areas may include foundational science, applied engineering, or instructional pedagogy.

Faculty members should provide a personal narrative with a portfolio of supporting evidence demonstrating scholarly research competency in their area(s) of expertise. The personal narrative should highlight the following with regards to the faculty member's research program: clear and appropriate goals, adequate preparation, appropriate methods, significant results, and effective presentation. The narrative should also integrate a reflective critique of the Scholar's own work, which informs future scholarly activities. The narrative should synthesize the Scholar's body of work with reference to supporting evidence outlined below. It is important to note that a compilation of evidence is not sufficient, in and of itself, to demonstrate scholarly research competency. Rather, that evidence must be integrated in a cohesive narrative.

Criteria for tenure, and promotion, and maintenance of rank

1. <u>Promotion from Assistant to Associate Professor</u>: For promotion from Assistant to Associate Professor, faculty members shall demonstrate scholarly research competency in their area(s) of expertise. This competency should be demonstrated through an organized narrative, as outlined above.
2. <u>Tenure:</u> An applicant for tenure is expected to meet the same criteria for promotion from Assistant to Associate Professor. In addition, the faculty member should demonstrate long-term potential value to the Department, College, and University based on a scholarly research program that aligns with the institutional mission.
3. <u>Promotion from Associate to Full Professor:</u> For promotion from Associate Professor to Full Professor, the faculty member shall demonstrate a continued progression of scholarly work and research leadership. The expectation for

promotion to Full Professor is that the faculty member demonstrates a significantly higher level of achievement and recognition either nationally or internationally than for promotion to Associate Professor. The responsibility is on the faculty member to explain the research progression and leadership in the reflective narrative as outlined above.

4. <u>Full Professor:</u> Full Professors are expected to maintain their work as research scholars by continuing to search for new knowledge through the principles of Scholarship outlined above.

Activity Level-I

At Level I, activities to demonstrate commitment and competency in research may include, but are not limited to the following:

1. Establishing an independent research focus area and demonstrating progress in that area,
2. Directing theses/dissertations to completion,
3. Directing/mentoring graduate students, undergraduate students, postdoctoral fellows, visiting scholars, teachers, etc. to develop research projects,
4. Actively pursuing and obtaining research funding,
5. Developing infrastructure within the candidate's research focus area,
6. Publishing papers in refereed technical journals and conference proceedings,
7. Making technical/professional presentations at local/state/national/international levels, and
8. Participating in research-related activities and conferences/workshops of professional societies.

Activity Level-II (In addition to activity level-I)

At Level II, activities to demonstrate commitment and competency in research may include, but are not limited to the following:

1. Consistently obtaining funding for research and/or major equipment,
2. Developing research focus of national and international repute,
3. Developing/leading collaborative research,
4. Participating in leadership and/or nationally recognized advisory roles in research agencies and/or organizations,
5. Developing/obtaining patents for products/processes, and
6. Developing additional scholarly works such as books, manuals, etc.

Supporting Evidence

Although the narrative serves as the primary basis for documenting Scholarship, that narrative must be supported by documented evidence. The primary supporting evidence to demonstrate the quality of scholarship of research includes, but is not limited to, the following:

1. A minimum of three external letters of evaluations of scholarly contributions are required of all candidates,

2. Pursuit and success in obtaining external funding to support scholarly research goals,
3. Publication of original work related to the individual's scholarly goals including refereed archival journal papers, books, book chapters, and registration of patents appropriate to the scholarly field,
4. Number of theses/dissertations directed to completion and in progress,
5. Invited/Keynote/Plenary technical presentations at national and international conferences,
6. Collaborative research activities with industrial partners,
7. Development and procurement of research instruments and infrastructure to support scholarly research goals,
8. National or international recognition in the individual's field of expertise, and
9. Demonstrating leadership in research through publications (e.g., citations, impact factor, h-index), grantsmanship (e.g., developing or directing national collaborative research programs), and other research activities.

The secondary supporting evidence to demonstrate the quality of scholarship of research includes, but is not limited to, the following:

1. Publications of original work related to the individual's scholarly goals, including refereed or non-refereed conference proceeding papers, research reports, or equivalent,
2. Presentations of original work related to the individual's scholarly goals at regional, national, or international conferences,
3. Participation in multidisciplinary and interinstitutional collaborative research activities, and
4. Awards or other recognition within the faculty member's discipline for research accomplishments.

c. Service

The Scholarship of teaching and research has received considerable attention, but teaching and research are not the only expectations of faculty members. The faculty are also expected to engage in campus governance and to serve their profession and broader society as NDSU employees. Scholarly service involves the same critical and reflective components that faculty apply to teaching and research: clear and appropriate goals, adequate preparation, appropriate methods, significant results, effective presentation, and critical reflection.

The faculty member should provide a personal narrative with a portfolio of supporting evidence to demonstrate a scholarly approach and contributions to service activities. The personal narrative should highlight the faculty member's personal role and scholarly contributions to the service activities. The narrative should also include a reflective critique of the service activities of the faculty member. It is important to note that the compilation of evidence alone is not sufficient. Rather, that evidence must be integrated in a cohesive narrative pointing to the growth and active participation in Scholarship of service.

Criteria for tenure, promotion, and maintenance of rank

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1. <u>Promotion from Assistant to Associate Professor:</u> For promotion from Assistant to Associate Professor, the faculty member shall demonstrate scholarly participation and growth in service at the University and to the Profession. This activity should be demonstrated through a reflective narrative, as outlined above. Active and meaningful participation in Department, College and/or University committees is required to achieve the rank of Associate Professor unless hiring at this level. Consistent and appropriate service to the Profession and participation in professional societies is also required.
2. <u>Tenure:</u> An applicant for tenure is expected to meet the same criteria for promotion from Assistant to Associate Professor. In addition, the faculty member should demonstrate long-term potential value to the Department, College, and/or University based on a scholarly service activity that aligns with the institutional mission.
3. <u>Promotion from Associate to Full Professor:</u> In addition to those requirements for promotion from Assistant to Associate Professor, the faculty member must demonstrate a continued progression in breadth and depth of scholarly service and outreach activities. The expectation for promotion to Full Professor is that the faculty member demonstrates involvement in significantly higher levels of service activities than required for promotion to Associate Professor. Leadership in professional activities and/or public service in one's area(s) of expertise is required for promotion to Full Professor.
4. <u>Full Professor:</u> Full Professors are expected to maintain their work in Scholarship of service through thoughtful and active participation in Department, College, and University governance as well as broader service to the Profession and community.

Activity Level-I

At Level I, activities to demonstrate service effectiveness may include, but are not limited to the following:

1. Serving on departmental and/or college committees,
2. Participating in the development of various required program review reports for the Department and College,
3. Participating in community activities in a professional capacity,
4. Assisting in departmental recruitment efforts,
5. Participating in activities of technical and/or professional societies, and
6. Serving as reviewer for funding agencies, conferences, and journals.

Activity Level-II (In addition to activity level-I)

At Level II, activities to demonstrate commitment and competency in service may include, but are not limited to the following:

1. Organizing/chairing conferences or sessions in conferences in related disciplines,
2. Assuming editorial responsibilities in professional journals,
3. Serving as Chair on College or department committees and serving on university committees,
4. Mentoring junior faculty,

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5. Advising/mentoring student organizations,
6. Serving in leadership roles in professional organizations,
7. Leading departmental recruitment efforts,
8. Serving on steering/advisory committees in a professional capacity, and
9. Providing expert professional testimony.

Supporting Evidence

The primary supporting evidence to demonstrate the quality of scholarship of service includes, but is not limited to, the following:

1. Institutional service at the level of Department, College and/or University such as faculty governance, formulation of policies, and administrative responsibilities,
2. Service to technical, professional, and scholarly societies such as participating in committee activities, organizing and/or chairing conferences, reviewing manuscripts and proposals, and serving as an editor or on the editorial board of journals,
3. Service to local/state/national agencies or the general public in the context of the faculty member's discipline,
4. Service to the public including discipline-related outreach to local government, businesses, schools, or other community groups,
5. Leadership roles in any of the above service categories including but not limited to leadership on committees, developing or directing collaborative outreach programs and developing and or running university-wide governance initiatives
6. Involvement in educational and/or research and/or professional outreach, and
7. Contributions to fostering a campus climate that supports and respects faculty, staff, and students who have diverse cultures, backgrounds, and points of view.

The secondary supporting evidence to demonstrate the quality of scholarship of service includes, but is not limited to, the following:

1. Non-remunerative consulting in one's area(s) of expertise,
2. Service to the public and private organizations in areas outside the faculty member's specific discipline (e.g., fraternal organizations, community-based organizations) but done in the capacity as an NDSU faculty member,
3. Mentoring junior faculty
4. Development, delivery, and documented evaluations of continuing education courses and workshops, including evaluation of content and the ability to communicate,
5. Advising student organizations (regional, national, or international),
6. Serving as a member on thesis or dissertation committees, and
7. Awards and/or commendations for service accomplishments.

Section 7. Procedures

a. Tenure and Promotion

The Department will follow the detailed PTE Procedures as outlined and defined in NDSU Policy 352 Section 6. A minimum of three external letters of evaluation of scholarly

contributions is required of all candidates. For probationary faculty, the basis for review of the candidate's portfolio and any recommendations on promotion and/or tenure shall be the promotion and tenure guidelines and criteria of the Department which were provided to the candidate at the time of the candidate's appointment to the position. The Department Chair has the responsibility to provide to the appointee these documents along with a position description, contract, or other documents that constitute a tenure or work plan. Per Policy 352.3.3, candidates for promotion to the rank of full professor may choose to be evaluated by the criteria in effect at the time of the previous promotion, if the application is made within eight years of the previous promotion. Thereafter, candidates shall be evaluated by the criteria in effect at the time of application. Candidates applying for promotion to the rank of full professor more than eight years after the previous promotion may choose to be evaluated based on work completed in the eight years immediately prior to applying rather than on their entire post-promotion record.

b. Evaluation

The Chair will meet with each faculty member annually to conduct annual reviews. The purpose will be to review the job description for each faculty member, review accomplishments since the last review, review cumulative progression toward promotion, and collaboratively define expectations for accomplishments for the next review cycle. The Department PTE Committee participates in the third-year process by providing the Dean and the Chair written evaluation of probationary faculty progress. The faculty member's expectations should be aligned with the Department's goals and needs, the interests and expertise of the faculty member, and the general evaluation criteria listed above.

1. Probationary Faculty

According to University policy and specific Department guidelines, the probationary faculty member will prepare summaries of teaching, research, and service progress and accomplishments for each year. The summary and an updated, cumulative curriculum vita will be provided to the Department Chair to be used for annual review and for setting goals for the upcoming year. The Department Chair and the individual probationary faculty member will establish objectives and review the job description on an annual basis. The summary and an updated, cumulative curriculum vita will also be provided to the Department PTE committee.

For third-year reviews, the probationary faculty member will complete the evaluation documents defined by the current NDSU Guidelines for Promotion and Tenure Portfolio Preparation, including all annual evaluations by the Chair. Completed portfolios will be submitted for review by the Department Chair, Department PTE Committee, and the COE Dean.

The Chair (annually) and the Department PTE Committee (during the third-year evaluation) will provide a performance report to the probationary faculty member as feedback for tenure and promotion purposes. These reports should include an assessment of the faculty member's progress toward tenure and promotion. Assessments should be rated as acceptable, improvement plan required (marginally meeting expectations), or unacceptable (non-renewal). In making a judgment on minimum progress toward tenure,

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due consideration shall be given to the candidate's academic record, the performance of assigned responsibilities, and the potential to meet the criteria for promotion and tenure at the end of the probationary period.

If either the Chair or the Department PTE committee recommends an improvement plan, the faculty member will meet with both the Chair and PTE committee to discuss the review and the required areas of improvement. The faculty member will write an improvement plan based on this feedback, and the plan should be reviewed and signed by all parties. The signed plan and a summary of progress made towards the plan must be included in the following year's annual review.

If either the Chair or the Department PTE Committee makes a recommendation for non-renewal, their reports (recommendations) shall be submitted to the COE for review by the Dean and the College PTE committee. The four recommendations shall then be submitted to the Provost. The non-renewal process shall be carried out according to NDSU Policy Section 350.3.

At the beginning of the last year of the probationary period, both the Department PTE Committee and the Department Chair will evaluate the applicant's record. It is the applicant's responsibility for the completeness and accuracy of the application and to be aware of the due dates. The completed application must be submitted to the Department Chair by the date decided/notified in advance by the Department Chair/Dean of Engineering/Provost of the University to permit careful review by the CCEE Department PTE Committee and the Department Chair. A minimum of three external letters of evaluation of scholarly contributions is required of all candidates. The Department chair would request from the applicant a complete CV or sections of the application at a prior date, a few months before the application due date, for the purpose of soliciting external evaluations. The CCEE Department Chair and the CCEE PTE committee will submit individual and independent recommendations for tenure/promotion to the College PTE Committee and the COE Dean by the due date.

2. Tenured Faculty

The current NDSU Policies 352, 350.1, and 350.3 and the existing annual evaluation of all faculty members, including tenured faculty, address the post-tenure review.

The Department PTE committee comprised of tenured Professors of the Department and the Department Chair will evaluate the tenured faculty applicant's record who apply for promotion to the Rank of Professor. It is the applicant's responsibility for the completeness and accuracy of the application and to be aware of the due dates. A minimum of three external letters of evaluation of scholarly contributions is required of all candidates. The Department chair would request from the applicant a complete CV or sections of the application at a prior date, a few months before the application due date, to solicit external evaluations. The CCEE Department Chair and the CCEE PTE committee will submit individual and independent recommendations for tenure/promotion to the College PTE Committee and the COE Dean by the due date.

c. Recommendations

When a faculty member is evaluated for promotion and/or tenure, the evaluations by both

the Department PTE Committee and the Chair shall be forwarded to the Dean and the College PTE Committee.

The Dean of the College of Engineering and the College PTE Committee will independently prepare recommendations in compliance with the University Policy (Section 352). The Dean and the College PTE Committee will send their final recommendations along with the individual's application to the Provost by the date provided by the Provost's office for final disposition.

d.   Early Promotion and Tenure

1. Probationary Faculty

For a faculty member without prior relevant experience, eligibility for tenure requires a probationary period of six years. In this case, evaluations for promotion to Associate Professor and granting of tenure are conducted concurrently. Within this probationary period, faculty members who have demonstrated exceptional academic accomplishments may apply for early promotion (without tenure) prior to the completion of the six years of the probationary period. Petitions for early promotion shall be initiated by the Department Chair, and not by the faculty member themselves.

A faculty member with relevant professional /academic experience at the time of initial NDSU appointment may be awarded credit toward tenure. As per the University policy 352 section 3.5.2, the Department PTE Committee recommends to the Department Chair the maximum number of years of tenure credit offered. Awarded credit must be stated in the original hiring contract. There are two options:

1) Faculty may be given one to three years of tenure credit (maximum allowed) and then would apply for promotion and tenure prior to the sixth year of academic service. For example: given one year of credit, the promotion and tenure application would be due in the fifth year of service; given three years of credit, the promotion and tenure application would be due in the third year of service.
2) A new faculty appointee who is eligible for award of probationary credit may elect a full six-year probationary credit with the option of applying for promotion and/or tenure at any time following three years of academic service.

In either option, failure to achieve tenure will lead to a terminal year contract.

2. Tenured Faculty

An Associate Professor must serve at that rank for at least 3 years before applying for promotion to Full Professor.

e.   Extension of Probationary Period

According to NDSU Policy 352 Section 3.6, a faculty member may request an extension of the probationary period not to exceed three years based on institutional, family, or personal circumstances. The request may be made any time during the probationary period prior to the sixth year (or prior to the year in which the portfolio is due). Written notification to the Provost must be submitted within one year of the beginning of the event for which the extension is requested and approved prior to July 1 of the year in which the tenure/promotion portfolio is due. A faculty member who submits an extension

request during the academic year in which they are to undergo a third-year review must successfully undergo a third-year review and renewal before any extension can take effect. The request must be in writing and will be submitted to the Provost, who will review the request and will approve or deny the request. Denial of an extension may be appealed under University Policy 350.4.

f. Professors of Practice and Research Professors

While faculty in Professor of Practice and Research Professor positions are not eligible for tenure, promotion through ranks is encouraged and is based on time in rank and satisfactory evaluations of assigned responsibilities. An application for promotion is initiated via a departmental recommendation and follows the same procedure and submission deadlines as for tenure-line faculty. Faculty in such positions are eligible to apply for promotion from assistant to associate after the completion of five years in rank.

g. CCEE PTE Committee Members' Voting and Deliberation Rights
According to NDSU Policy 352 Section 5.5, a department PTE committee member cannot vote on the promotion/tenure of a candidate in both the department and college PTE committees. For the COE, a college PTE committee member shall NOT vote on the promotion/tenure of a candidate from their home department in the college committee; they may only vote in their Department's PTE committee. They may, however, deliberate with the college committee regarding candidates from their Department. Accordingly, the CCEE representative to the COE Committee can only vote in the department PTE committee.

Section 8. Changes

In those instances, where the CCEE Promotion, Tenure and Evaluation Procedures and Criteria must be modified, the CCEE PTE Committee will make the proposed changes and forward those changes to CCEE faculty. The proposed changes are to be shared with faculty at least five (5) business days prior to voting at a Departmental Faculty Meeting. The modified document, as approved by the Departmental Faculty, will be forwarded first to the CCEE Chair, followed by COE PTE Committee, then COE Dean, and then to the Provost for their approvals. Upon approval, faculty will be informed of approved changes to the policy.
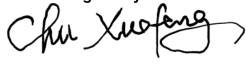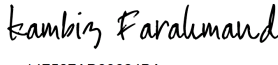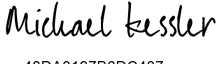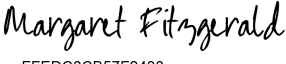
Section 9. Composition of the Department PTE Committee

The Department PTE Committee will consist of all tenured faculty with at least 3 years of service at NDSU. However, the Department PTE Committee for reviewing promotion of Associate Professor to the rank of Professor will comprise of tenured professors of the Department. Faculty members and the Chair of the CCEE Department being considered for promotion may not be involved in any candidate review and recommendation process, including the selection of external reviewers, while under consideration. Prior to the commencement of deliberations on the promotion/tenure of a candidate, the CCEE Department PTE Committee Chair must have received PTE committee training within the last three years, provided through the Office of the Provost. The CCEE Department PTE Committee Chair will vote on the promotion/tenure of a candidate in the Department PTE Committee and will represent the Department on the College PTE Committee but shall be recused from the vote by the College PTE Committee. The Department PTE

CCEE Policy and Procedures for Evaluation, Promotion, and Tenure

Committee shall act in accordance with the University, College, and the department guidelines for the evaluation of the faculty for tenure and/or promotion.

Achintya Bezbaruah   05/05/2022

Chair, Civil, Construction and Environmental Engineering   Date
Department PTE Committee

Chu Xuofong   05/05/2022

Chair, Civil, Construction and Environmental Engineering   Date
Department

Kambiz Farahmand   05/06/2022

Chair, College of Engineering PTE Committee   Date

Michael Kessler   05/07/2022

Dean, College of Engineering   Date

Margaret Fitzgerald   05/09/2022

Provost, North Dakota State University   Date

Document Changes History

New CCEE Department Policy and Procedures for Evaluation, Promotion, and Tenure document created.

Approved by CCEE Promotion, Tenure, and Evaluation (PTE) Committee on: **May 7, 2021**
Approved by CCEE Faculty on: **May 13, 2021**
Reviewed and Edits Suggested by CoE PTE Committee on: October 7, 2021Edits Agreed upon by CCEE PTE Committee on: **October 8, 2021**
Edits Agreed upon by CCEE Faculty on: **October 13, 2021**
Approved by CoE PTE Committee on: **October 18, 2021**
Reviewed and Edits Suggested by CoE PTE Committee on: December 16, 2021Edits Agreed upon by CCEE PTE Committee on: **December 29, 2021**
Edits Agreed upon by CCEE Faculty on: **January 24, 2022**
Additional Edits Agreed upon by CCEE PTE Committee on: **March 30, 2022**
Additional Edits Agreed upon by CCEE Faculty on: **April 14, 2022**
Approved by CoE PTE Committee on: **(see the signed date)**
Approved by CoE Dean on: **(see the signed date)**
Approved by NDSU Provost on: **(see the signed date)**