

BUILDING CONSTRUCTION

Faculty are required by university policy to have distinguished performance in two of the three areas of teaching, research, and service and to have adequate performance in the third area. However, in order to ensure balance, faculty are encouraged to establish goals within each area and to strive to achieve the proposed goals in these three areas.

Teaching

The School values teaching highly and recognizes that some faculty do much innovative work in teaching. In any assessment of a candidate for promotion and tenure, both the quality and quantity of the individual's achievements in teaching and advising should be evaluated. Some special challenges for teaching in the School include: to communicate material to students from a wide range of backgrounds; to train them in both analytic and synthesizing modes; to effectively teach the student problem solving skills; to stay abreast or ahead of rapidly changing fields; to help students work through individualized approaches including experiential labs ("hands-on, computer, etc"). No one person can be expected to perform equally well in all tasks, but excellence in teaching is an essential criterion to appointment or promotion. A recommendation for tenure will not normally be made unless there is clear documentation of ability and diligence in the teaching role.

Research

Evidence of a productive and creative mind is the most important consideration for promotion and tenure. A candidate's work will be assessed for evidence of effective engagement in research of high quality and significance. Research (funded and independent), and scholarly inquiry make contributions to the expansion and application of knowledge and quality of the instructional programs of the School. The judgment of a candidate's scholarly contribution will be made by peers with similar expertise and interests and includes an assessment of the following:

- 1) Significance;
- 2) Conception and development;
- 3) Dissemination in a retrievable format and presentation to the professional community;
- 4) Expansion of the frontiers of knowledge;
- 5) Regional, national, and international professional recognition.

Service

The faculty plays an important role in the administration of the university and in the formulation of its policies. Recognition should therefore be given to scholars who prove themselves to be able administrators and who participate imaginatively in faculty government and the formulation of School, college and university policies. Services by members of the faculty to the community, state, nation, and international community, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, will likewise be recognized as evidence for promotion and/or tenure. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations will be recognized as evidence.

Considerations for Selection, Retention, Promotion and Tenure

A. Assistant Professor

1. Minimum Qualifications - Advanced Degree (Ph.D. preferred) in construction, engineering, architecture, or a related field and must have at least five years of responsible construction related experience.

2. An assistant professor is given a complete review for tenure in the sixth year of service. Exceptional candidates may be considered at an earlier date. Reviews are held annually and the faculty members will be advised as to their progress toward School tenure/promotion expectations.
3. The emergence of a developing record of research and professional work* and quality teaching.
4. The evaluation by peers as to teaching methodology and overall effectiveness in instruction, student advising/counseling, and participation in School governance.
5. The emergence of an appropriate service component related to construction industry, and the community.
6. The promise of continued growth and development.
7. The development of emerging regional, national, or international recognition.
8. Active role on graduate committees.

B. Associate Professor

1. Qualifications for Associate Professor - Direct Appointment: a) having received a Ph.D. prior to more than 5 years of university teaching, or significant executive construction experience after Ph.D. or b) having had Ph.D. for less than 5 years, but having more than 8 years of university teaching or significant executive construction experience or c) was associate professor at another university. For a) and b), some university teaching experience beyond graduate teaching assistant level is required. For Promotion: Having served as assistant professor at BCN.
2. An untenured associate professor will be reviewed for tenure in the fifth year of service. Exceptional candidates may be considered at an earlier date. Reviews are held annually and the faculty members will be advised as to their progress toward School tenure/promotion expectations.
3. Development of a consistent, strong record in research and/or professional work*.
4. Demonstration of consistent growth and refinement on the area of course/curriculum development and instruction.
5. Recognition at the regional level and emerging recognition at the national or international level for contributions to the professional and/or education, research, teaching and service.
6. Evidence of an appropriate service component related to the needs assessment of the School or in the professional and/or to the general public.
7. The assurance of continued growth and development.

C. Professor

1. Consistent contribution and a maturing record in research, publications and professional works* as evaluated by peers and outside evaluators which contributes significant knowledge to education and the profession. Applicants with appropriate professional registration preferred.
2. Demonstration of leadership ability and development of course/curriculum concepts and modifications.
3. National or international recognition in areas of expertise and contribution through leadership and service to the advancement of the construction industry.
4. Evidence of significant positive impact on the administration and external relations of the School.
5. Significant achievement and recognition through service to advance goals of community and the built environment.

*Professional work completed for compensation alone will not be satisfactory in meeting this expectation. However, projects published, juried, or recognized or returned to the classroom have merit reinforcing the academic program.