

## **Criteria for Promotion and Tenure**

### **M.E. Rinker, Sr. School of Construction Management College of Design, Construction and Planning University of Florida**

Rinker School faculty are classified as tenure-track and tenured faculty, lecturers, or research faculty. Tenured and tenure track faculty hold the rank of Assistant, Associate, or Full Professor. Lecturer ranks include Lecturer, Senior Lecturer, and Master Lecturer. Research faculty hold the rank of Assistant Research Professor, Associate Research Professor, or Research Professor. This policy describes the requirements and criteria for candidates for tenure and/or promotion for all Rinker School faculty.

*Faculty of all classifications and ranks will be evaluated for tenure and/or promotion based on the duties assigned to them.* Tenured and tenure-track 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. Research faculty must have distinguished performance in research for promotion. Similarly, for promotion, certain Lecturers, when appropriate, may have a research assignment not exceeding 10%.

The following sections describe the performance requirements for tenure and/or promotion in the three areas of faculty assignment: teaching, research, and service.

#### **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/or tenure, both the quality and quantity of the individual's achievements in teaching and advising should be evaluated.

#### **Research**

Evidence of a productive and creative mind is the most important consideration for promotion and/or tenure for tenure and tenure track faculty and research faculty. 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 shall include an assessment of the following attributes of the candidate's work:

- Significance
- Conception and development
- Dissemination in a retrievable format and presentation to the professional community
- Expansion of the frontiers of knowledge
- 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. Tenured faculty and lecturers are required to have participated in or led significant service activities. In short, promotion/tenure requires a demonstrated record of positive contribution to the life of the Rinker School of Construction Management, college, and university.

### **Criteria for the Tenure and Promotion of Tenured and Tenure-Track Faculty**

#### Associate Professor

1. Development of a consistent, strong record in research and/or scholarly work.
2. Demonstration of consistent growth and refinement on the area of course/curriculum development and instruction.
3. Recognition at the national or international level for contributions to the professional and/or education, research, teaching and service.
4. Evidence of an appropriate service component related to the needs assessment of the School or in the professional and/or to the general public.
5. The assurance of continued growth and development.

## Professor

1. Consistent contribution and a mature record in research, publications and scholarly work as evaluated by peers and outside evaluators which contributes significant knowledge to education and the profession. Indicators include: keynote presentations, appointment as journal editor-in- chief, membership on journal editorial boards, leadership positions in professional societies, teacher recognition awards, advising awards, best paper awards, and in the organization of national/international awards.
2. Demonstration of leadership in the development of course/curriculum concepts and modifications, supervising student organizations, mentoring students and developing research cooperation networks.
3. Sustained national or international recognition in areas of expertise and contribution through leadership and service to the advancement of the construction industry.
4. Significant achievement and recognition through service to advance relationships with the community and the development of a quality, sustainable built environment.

## **Considerations for the Tenure and Promotion of Research Faculty**

Associate Research Professor: Note that Research Faculty will not normally be evaluated for teaching and service but on the basis of their research and scholarly work.

1. Development of a consistent, strong record in research and/or scholarly work.
2. Sustained recognition at the national or international level for research contributions that advance the construction industry.
3. The assurance of continued growth and development.

Research Professor: Note that the Research Faculty will not normally be evaluated for teaching and service but on the basis of their research and scholarly work.

1. Consistent contribution and a maturing record in research, publications and scholarly works as evaluated by peers and outside evaluators which contributes significant knowledge to education and the profession.
2. National or international recognition in areas of expertise and for research contributions to the advancement of the construction industry.

## **Criteria for the Promotion of Lecturers and Senior Lecturers**

### **General**

The promotion from Lecturer to Senior Lecturer is analogous to promotion from Assistant to Associate Professor and promotion to Master Lecturer is analogous to promotion to Full Professor but without consideration of tenure.. Over a timeframe that is roughly parallel to tenure and promotion markers, lecturers seeking promotion to the senior or master rank, distinction must demonstrate distinction. According to the University, distinction is identified by a record of achievement that is well above the expected performance of a candidate of similar rank and assignment in the candidate's field.

For promotion to Senior Lecturer there must be evidence of distinction in teaching and in other assigned duties. The evaluation for promotion will consider items such as peer reviews and student teaching evaluations, their role in improving the unit's instructional or academic program and in course development, and their use of innovative techniques or technologies.

For promotion to Master Lecturer, in addition to the above, there should be evidence of outstanding achievements in teaching (or in other areas of assigned duties), development of innovative techniques or technology for teaching purposes, nominations or receipt of teaching awards, grants, or other forms of recognition for achievements.

### **Promotion Guidelines for Senior Lecturer and Master Lecturer**

#### Senior Lecturer

1. The Rinker School expects that candidates for promotion to Senior Lecturer will demonstrate an established record of excellence in teaching and project a positive trajectory of continued excellence into the future. Teaching evaluations should indicate growth and refinement in the areas of course enhancement, curricular development, and instruction.
2. The service component of promotion to Senior Lecturer includes contributions to the governance and advancement of the School and a demonstrated ability for contributions to the College, University, profession, and/or civic community.
3. Scholarship is not a requirement for advancement at the Senior Lecturer rank, but research activities that made distinct contributions to the discipline and profession of construction management through research, including scholarship, creative activities, and/or critical practice may be considered as evidence of excellence beyond the rank of Lecturer.

## Master Lecturer

Advancement to Master Lecturer includes sustained efforts of all areas indicated above in the Senior Lecturer Rank with the addition of the criteria below.

1. For promotion to Master Lecturer, excellence in teaching includes a sustained record of high- quality instruction; active engagement in the curriculum; academic development of graduates who have contributed to the discipline; and recognition indicated by teaching awards, invitations to review at peer institutions, and high-quality contributions to continuing education. Teaching evaluations should support continued excellence.
2. For promotion to Master Lecturer, candidates are expected to play a substantial service role in the School, College, and wider academic, professional, civic communities.
3. Scholarship is not a requirement for advancement at the Master Lecturer rank, but research activities that made substantial contributions to the discipline and profession of construction management through research, including scholarship, creative activities, and/or critical practice may be considered as evidence of excellence beyond the rank of Senior Lecturer.

The following sections cover the evaluation criteria and activity examples for achieving either an Intermediate or Advanced level of achievement for the areas of teaching, scholarship, and service.

### **Measures for Evaluating Teaching Effectiveness**

Quality teaching performance requires that the instructor develop teaching strategies that at a minimum produce the student learning outcomes established in the course objectives. Goals for student learning in each course should meet and compliment the goals established by the department's curriculum and its mission and objectives. Student work should demonstrate that established goals have been met.