



Approved by the Vice-Provost for Academic Affairs – July 2024

Promotion and Tenure Process and Criteria

[Handbook](#) | [Process](#) | [Definition](#) | [How to Document Your Work](#)

1: Introduction

Joining the ranks of [tenure-track faculty](#) at a dynamic college such as the College of Applied Science and Technology (CAST) can be challenging for a new faculty member. There are schools and housing to find, syllabi to prepare, meetings to attend, preparation for the first days of classes, learning the names of one's colleagues, finding one's way around town and campus, etc. High on the list of "things to do" in the first semester is becoming acquainted with CAST's promotion and tenure review policies and processes and learning the timelines and culture that influence this all-important part of one's career. However, becoming educated about tenure and promotion too often drops off the radar screen for new faculty until some important upcoming deadline causes panic and confusion. Throughout this document, we refer to ABOR (Arizona Board of Regents) policy [6-201](#) or [UHAP 3.3](#), which may use the language "Promotion and Tenure, or P&T."

This Handbook is intended to acquaint faculty with CAST's promotion and tenure processes and provide an orientation into what happens and when. It offers links and contact numbers to important information found elsewhere in the University. It can serve as a guide so that faculty are informed and prepared for each retention, promotion, and tenure review stage. Following the suggested steps presented here will give faculty the knowledge and confidence needed to face these processes. CAST is committed to supporting the success of its faculty, and this Handbook is dedicated to that end.

1.1: University Policies, Procedures, and Templates Regarding Promotion and Tenure

This manual will help guide you through the retention, promotion, and tenure process and is based on information provided by the Vice Provost for Faculty Affairs and the policies established by ABOR as laid out in Chapter Three of the [University Handbook for Appointed Personnel](#) (UHAP). You should also review the Vice-Provost's [Guide to the Promotion Process](#) for up-to-date advice on preparing for your review, as well as the appropriate [Promotion Dossier Template](#) for your type of review.

1.2: Additional Support

It is important to remember that the majority of instruction in the College is offered

online, and the College is committed to providing quality online instruction using a variety of technological tools. Because of this, the University provides a variety of resources for faculty to improve their teaching. These include, but are not limited to, the following resources:

- [University Center for Assessment, Teaching and Technology \(UCATT\)](#)
- [Digital Learning](#)
- [Instructional Technology](#)
- [University Libraries](#)

For full-time faculty who have served in their current rank for three or more years, but have not started this process, we encourage you to contact your Faculty Affairs Coordinator, to determine eligibility and requirements for promotion. Regular meetings, at least annually, with your department head are also required.

2: First semester at CAST

There are several important things that new faculty can do upon arrival to begin preparing for a successful promotion experience.

2.1: Meeting with Your Department Head

Schedule a time to meet with your Department Head to discuss the Annual Review process and how it relates to promotion in general. This is also a good time to ask questions, particularly those that relate to your discipline, and let your Department Head know you personally, and for you to communicate any particular circumstances that may affect your work within CAST. As with the meeting with the Faculty Affairs Coordinator (FAC), this meeting should give you a much clearer idea of what you need to be focusing on in your own work in order to get off to a good start in the tenure and promotion process.

2.2: Meeting with Your Faculty Affairs Coordinator

Schedule a time to meet with the CAST Faculty Affairs (FA) Coordinator to discuss promotion, in general, and to gain a sense of how CAST handles the required parts of the process. This is also the time to let the FA Coordinator know you personally and for you to communicate any particular circumstances that may affect your progress through the promotion process. The FA Coordinator will work with your Department Head to establish your mentor, whom you should also plan to meet before the end of your first semester. These meetings with your department head, FA Coordinator and your mentor should give you a much clearer idea of what you need to be focusing on in your own work in order to get off to a good start in the promotion process.

2.3: Establishing/Meeting with Your Mentor(s)

Normally, mentors are assigned to new faculty soon after arrival. These are often senior faculty in the same or a related discipline. During the first year, you may also forge friendships with other colleagues who can offer good advice on promotion and other

issues. Depending on your discipline/research interests, your mentor may be a faculty member outside of the College. Looking back over your first year, you should feel that there are at least two or three colleagues who are your mentors, whether formal or informal, to whom you can go for help or to answer questions. If you finish the first year and do not have this important collegial support in place, please talk to your Department Head or Dean about creating it as soon as possible.

The University has established the Faculty Development Communities for Promotion (FDCP) Mentoring Program. The [FDCP](#) connects you with one mentor and three other mentees. The group meets regularly to help you become comfortable in your role as a faculty member. The [MENTOR Institute](#) is another mentoring initiative supported by the Vice-Provost's office, which strives to create a sustainable research community offering inclusive and evidence-based resources and training on mentoring for faculty and students. Research shows that mentoring based on best practices can significantly improve outcomes such as career advancement, timely promotion, academic milestones, and graduation. It can also lead to a better sense of belonging and overall satisfaction with one's work. All faculty are encouraged to pursue mentorship, and tenure-track faculty are required to have a mentor. If you are interested in joining the FDCP or the MENTOR Institute, please contact the Faculty Affairs Coordinator or Associate Director for the MENTOR Institute.

2.4: Learn the governing policies

Take time to acquaint yourself with both the UHAP [policies for Promotion and Tenure](#), as well as the CAST policies detailed here. The University policy is the overarching governing policy and is located in the UHAP linked above. These two policies combined govern the processes for tenure, promotion, and retention at CAST, and every new faculty member should understand them first-hand, not only from what others say about them. The reading is pretty dry, but the content is all-important! Make notes about anything that seems unclear or confusing to you, and follow up with questions to your mentor, Department Head, or Faculty Affairs Coordinator.

Please be sure to frequent and bookmark the University webpages on promotion and tenure previously referenced in Section 1:1 of this document. Previous and upcoming [workshops](#) can also be found there. You will be strongly encouraged to attend these in March prior to submitting your materials; however, it is recommended that you view the past year's recordings to get a head start on educating yourself on the process and its requirements.

If you have any questions, please contact CAST's Faculty Affairs Coordinator.

3: End of the first semester

By the end of the first semester, and surely by the end of your first year, you should establish a system for organizing your teaching materials, evaluations, correspondence, and everything related to your scholarship/research in the appropriate dossier format.

Waiting too long compounds the difficulty of the job because you will have that much more material to organize. Also, the act of organizing itself will help you understand the priorities and content of the dossier much better – and in turn, you will be able to make a much more effective presentation of your accomplishments.

A good test of your organization is such that when it is well done, you should be able to know instantly where any single new item should go – a syllabus, a letter from a colleague, a letter from a past student, an invitation to speak at a conference, a contract for a book or book chapter, a letter of acceptance for an article an award, a thank you letter from someone in the community, or an invitation to serve on a committee.

It is essential to begin organizing your Curriculum Vitae (CV) and materials in the format that will be required for reviews. The Faculty Activity Reporting tool, [Faculty Portfolio](#) is the system that CAST faculty use to track activities for both the Annual Performance Review (APR) and Promotion, Tenure and Retention review processes. Information on what should be included in the Faculty Portfolio can be found in the [documentation section](#) of this Handbook. CV templates are housed inside the system and follow the prescribed CV format for promotion and tenure. Your mentor is also a vital resource to assist with formatting your CV. The CV format is found in [Section 4](#) of the dossier template. It is best to set up a [box](#) folder, or other secure electronic location, with folders/headers corresponding to each section of the dossier, and organize your CV and other materials accordingly. The university provides access to cloud storage, *Box*. You might consider using this option, as it can be shared with your mentor. Google Drive is also an alternative. Your faculty affairs coordinator will create your “case” in the RPT (review, promotion, and tenure) system, housed inside of the Faculty Portfolio, once it is time to begin preparing your dossier for submission. NOTE: You will not be able to see or add to your official “case” inside the system until your case has been created. You should keep the sections of your dossier stored in your personal files until they are ready for preparation for submission in RPT.

3.1: Draft your Candidate’s Statement

Along with organizing your CV in the required format, you will want to begin working on the Candidate’s Statement at the end of the CV (see [Section 5](#) of the dossier template). The candidate’s statement is a vital component of the promotion dossier, as it should reflect the faculty member’s thinking over several years, so it is wise to create a first draft in the first year and then continue returning to it and revising it as your work evolves. The narrative you compose during the annual performance review (APR) process is a helpful document to begin building your candidate statement for P&T. Your FA Coordinator and/or Department Head may have some samples of successful candidate statements on file to use as models.

Think of the first semester as an orientation period during which you learn the basics of the promotion and tenure process at CAST and begin to organize your materials to prepare for the 3rd year retention and 6th year mandatory reviews.

3.2: Enter information into your Teaching Portfolio

The Vice Provost for Faculty Affairs provides information on the [Teaching Portfolio](#), found in Section 6 of the dossier template.

4: End of the first year

4.1: Schedule a Meeting with Your Department Head

By the end of your first year at CAST, you should have met privately with your department head at least twice to review your understanding of, and progress in, the promotion process. Normally there is an initial meeting when you first arrive and then a meeting later in the second semester as part of the Annual Performance Review, at which promotion is discussed as well. In these meetings, the Department Head can help you understand the difference in focus between the annual performance evaluations and the retention, promotion and tenure reviews. The Faculty Affairs Coordinator and the Chair of the Peer Review Committee (PRC) can also explain the similarities and differences in these two processes for APR and P&T. It is important not to confuse good annual reviews with automatic successful progress toward promotion. As the [UHAP 3.3.02; subsection B: Criteria](#) explains,

While annual performance reviews are useful in improving your teaching, such reviews are not determinative on promotion decisions. Satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure. The granting of promotion requires scholarly accomplishment over a period of years in the broader range of faculty responsibilities, and includes evaluation by external referees, which is not a part of the annual review process. More information on external reviewers is discussed later in Section 5 of this document.

4.2: Attend the Vice Provost's Annual Workshop on Promotion

Each spring, usually in March, the Vice Provost for Academic Affairs sponsors campus-wide workshops to discuss the promotion and tenure process and to review any changes or new developments that might affect junior faculty. You will receive an email about these events as a member of the faculty. It is extremely important to attend these workshops in your first year and in your review years. However, in order to stay abreast of the P&T process and learn from the many questions and answers that arise at the event, you may wish to attend them annually, but this is not required. The workshop is announced well ahead of time, so make plans to view the workshop in the Spring semester prior to your review as soon as possible once they are released. Note that in recent years, these workshops have moved online. The announcements will let you know what format(s) will be available.

If you cannot make the workshop, it is recorded. Information can be found on the Vice-Provost for Faculty Affairs Website under [Promotion Workshops](#). Please be aware of the various workshops specifically geared toward your track, review type and dossier section that are offered and require your attendance.

5: The Road to Promotion

5.1: Retention Review (or 3rd Year Review) Criteria

All tenure-eligible faculty at the University of Arizona are required to undergo a retention (or 3rd year) review. See [UHAP 3.3.01 Section B](#). The exceptions to this requirement are resignation or an approved clock delay from the Provost.

CAST Expectations for Three-Year Reviews

At the three-year retention review for reappointment of a tenure-eligible Assistant Professor in CAST, a candidate must demonstrate the potential to achieve a positive outcome in the subsequent tenure review. When the accumulated evidence suggests that this belief is not valid, the decision is made not to reappoint. At the three-year retention review, a faculty member should have moved well beyond the doctoral dissertation and established an independent research program. At this review, a faculty member must demonstrate, through a combination of scholarly publications, submitted papers, and, if applicable to the discipline, submissions for external funding, that the work being done will lead to national recognition in the field by the time of the mandatory six-year review. A faculty member must also be performing effectively as a teacher or should have demonstrated clear progress in moving toward teaching effectiveness. For the complete CAST performance evaluation criteria list, please refer to the [approved criteria](#) linked on the Main Campus Faculty Affairs page. The candidate's Department Head and/or appropriate administrator may provide an independent evaluation to the evaluation committee. If, according to the review, the candidate has met these college standards, the recommendation should be for reappointment. If the candidate does not meet the CAST retention standard at review, then the recommendation should be for non-retention.

Evaluation Procedures

For the retention review, candidates should use the same Dossier Template and CV format as the Promotion Dossier. See UHAP [3.3.01.B](#) (<https://policy.arizona.edu/employment-human-resources/promotion-and-tenure>). Where there are sufficient members present, the tenured members of the College Faculty Status Committee (FSC) will conduct the retention reviews and provide a written recommendation to the Dean. FSC members reviewing retention dossiers must be tenured faculty at least one rank above the candidate's current rank. The Dean may also choose to substitute or add members to the Committee for their subject-matter expertise where needed in accordance with the UHAP policies. For retention reviews, the Dean's Office may seek additional assessments from outside the college and/or university regarding the candidate's professional accomplishments, stature as viewed by peers, and scholarly potential. If a decision is made to reappoint faculty members, the Dean must provide them with a written evaluation regarding their progress toward tenure, identifying any problem areas that may preclude the granting of tenure. If the Dean recommends that a faculty member not be reappointed, the faculty member will be reviewed at the university level according to the process described in [UHAP 3.3.02](#).

Reappointments in rank may be made without university review, but all tenure-eligible assistant professors will be formally evaluated at this stage by the dean as described in [UHAP 3.3.01B](#). The Dean will consider the recommendation made by the CAST FSC members.

Retention Review Timeline

Action	Point person	Deadline	Notes
Candidates are notified of their retention review date	HR Office	Hire Date	The schedule of the Retention Review should be in the offer letter.
Candidates meet with Department Heads (DHs) to discuss progress toward retention and tenure.	Faculty/DH	Fall and Spring Annually (APR)	
Candidates are given current instructions on preparing dossiers * and deadlines for submittal	Faculty Affairs Office	By March, before the Fall review	Candidates will use the same dossier template and CV format as the P&T dossier. It is strongly recommended to attend the workshops offered by the VP of Faculty Affairs and begin preparing the dossier in the Spring after APR.
Candidates submit materials to the RPT (review, promotion, and tenure) system for review.	Faculty/FA Coordinator	By July 1	
The Faculty Affairs Coordinator checks the dossier for complete materials.	FA Coordinator	By July 8	
The FSC/Retention committee is selected and charged.	Dean's Office	By August 19	
The dossier is forwarded to FSC for review.	FA Coordinator	By August 26	
FSC/Retention committee reviews dossier	Committee	August 26 to October 26	
The chair of the FSC writes a letter.	Committee Chair	By October 29	
The dossier is forwarded to the Dean's Office.	FA Coordinator	By October 31	

Dean conducts a review of the dossier.	Dean	October 31 to November 30	The Dean may request additional review from the Department Head, appropriate administrator, or external source.
Dean writes an evaluation letter.	Dean	By December 3	
Dean meets with the Department Head to discuss recommendations and plans for faculty.	Dean	By December 9	
The faculty member is notified in writing of the decision to reappoint or non-renew, along with a written evaluation of problem areas noted during the review.	Dean	By December 10	
IF APPLICABLE: Appeal on renewal decision shall include the complete dossier being forwarded to the University for review.	FA Coordinator/Faculty	By January 19	

5.1(b): Assistant Professor to Associate Professor

No later than the end of the third year in rank (unless adjusted for any approved delays), tenure-eligible assistant professors will undergo a retention review. For retention reviews, departments may seek additional assessments from outside the department and/or University regarding a candidate's professional accomplishments, stature as viewed by peers, and scholarly potential. (Again, for CAST, retention reviews do not require external reviews.) After that review, their administrative head will inform them that they are being recommended for reappointment as an assistant professor or for nonrenewal at the expiration of the subsequent year of service in rank.

In some cases, assistant professors who are reappointed in rank may be required to undergo another retention review in the following year. If a decision is made to reappoint faculty members, their head must provide them with a written evaluation identifying any problem areas that may preclude the granting of tenure. Per [UHAP 3.3.01.B](#), “reappointment in rank may be made without college or University review, but all tenure-eligible assistant professors will be formally evaluated at this stage by their head and their unit's Standing Committee on Faculty Status (FSC). If an administrative head recommends that a faculty member not be reappointed after the departmental level review, the faculty member will be reviewed at the college and University level according to the process described in Section 3.3.02. A college may also require college review of all retention cases.”

No later than the end of the sixth year in rank or a subsequent year if a time [clock delay](#) has been granted, tenure-eligible assistant professors will be reviewed for promotion and

tenure according to the process in Section 3.3.02. Guidance on justifications and the process for requesting clock delays is linked above. After the departmental and college levels in the review process, faculty members will be informed in writing by both their administrative head and their dean that they are being recommended for (a) promotion to the rank of associate professor with tenure or (b) appointment as assistant professor for a terminal year.

5.2: Preparing Your P&T (Mandatory 6th Year) Dossier

The Vice-Provost's Office provides an extensive Guide to the Promotion Process for Tenure Track Faculty. That document, linked [here](#), contains advice on preparing dossiers, avoiding the most common problems and links to existing promotion policies. Additionally, tips on documenting your research and preparing your candidate statement and teaching portfolio are contained within this guide.

Please be sure that you are constantly reviewing your performance against the expectations in our [ECAR](#) as well as the teaching, service and research requirements for your rank and workload located in this P&T document.

Among the most common problems in dossiers is that of conflicts of interest with candidates' internal and external reviewers, which the [Guide to Promotion](#) addresses in great detail. Here, please note the basic definitions, per University standards, of what constitutes an external reviewer versus a collaborator and your mentor's role in avoiding serving in either of these capacities.

For the solicitation of external reviewers for P&T, please see the list of criteria for collaborators vs. external reviewers below. **All tenure-track faculty are REQUIRED to provide a list of external reviewers (no more than ten) with their dossier;** therefore, no less than 5-7 letters should be solicited during the P&T preparation. NOTE: For third-year retention reviews, CAST does NOT require external reviewer letters.

External reviewer criteria include the following:

- Faculty who are at least one rank above your own current rank
- Faculty who are at "arms-length."
 - In Section 10 of the [Guide to the Promotion Process](#), the Vice Provost's Office defines an arms-length reviewer as an individual who can provide an independent, non-collaborator review of the candidate's work.
 - The following are examples of individuals who can provide an independent, non-collaborator review of your (the candidate's) work.
 1. No co-authors (any published work, abstracts, or grant proposals within 5 years before submission of the dossier)
 2. No co-investigators or consultants on grants
 3. No previous mentors or advisors (please keep this in mind when selecting your mentor(s))

4. Editors of journals or books are ok

Collaborators may include the following:

- Dissertation advisors,
- Supervisors
- Close co-workers in lab, department, or residency program
- Collaborators on book editing or journal editing projects
- Co-instructors
- Teaching Assistants
- Former Students

See the Guide to the Promotion Process's [Directions on Dossiers – Section 4A](#). Do not be afraid to ask for clarification if this difference in focus confuses you.

The following criteria for CAST are in alignment with the University's criteria as set out in *Policies and Procedures* 3.3.02.B (<https://policy.arizona.edu/>). The College will comprehensively assess a candidate's portfolio, prioritizing evidence of past and future impact in their professional career. Like the University, CAST values an [inclusive view of scholarship](#) in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Following are the specific requirements for appointment or promotion with regard to scholarship/research. A condensed table of contractual workload elements containing key details on promotion at each rank can be found appended at the end of this document.

5.2(a) Appointment or Promotion of Tenure-Eligible (TE) Faculty

Appointment to the rank of **TE Associate Professor** in the College of Applied Science and Technology will be recommended largely on the evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high-quality research, teaching, and service. Refer to the CAST [Evaluation Criteria for Annual Review \(ECAR\) Policy](#) for alignment with contractual expectations.

The development and dissemination of significant new knowledge are fundamental aspects of CAST's mission. We expect each member of our tenure-eligible and tenured faculty to create and appropriately report new knowledge in their respective disciplines.

5.2(b) Assistant to Associate Professor

Teaching

Teaching is a fundamental aspect of our mission. We strive to ensure that our students are equipped for successful careers by preparing them for the demands of the modern world and workplace. This means we value forward-thinking instruction that integrates current and projected issues, basic and applied research, practical skills, and real-world

applications. Additionally, we value faculty who contribute to sustaining a culture of strong mentorship.

In evaluating candidates' teaching and advising performance, we consider (1) the extent of their teaching; (2) the contribution of the candidate's teaching to CAST's instructional mission; (3) peer review of course designs, instructional materials, and classroom performance; (4) feedback on student course surveys, and (5) awards for teaching excellence or innovation.

- (1) Extent of teaching may include the range of courses taught and number of students served. It can also include undergraduate and graduate mentoring, supervision of undergraduate and graduate research, and service on student committees and organizations when appropriate.
- (2) Contribution to the College's instructional mission may include an evaluation of the extent to which the candidate's teaching effectiveness supports graduating students well-prepared for their current and future careers. Online and hybrid instruction is a hallmark of CAST, and candidates' proficiency in these modes of instruction and capacity for effective innovation in teaching will also be evaluated under this criterion. Candidates' contributions to promoting respect for diversity and enhancing a climate of inclusivity in the classroom will also be assessed.
- (3) Peer review of course designs, materials, and classroom performance may include examination of syllabi, exams, and other course materials, as well as direct observation of classroom instruction. In reviewing course materials and methods, we will consider the extent to which materials appear to address the College's instructional goals, the extent to which the materials serve courses' stated learning objectives, and the extent to which course design and materials reflect CAST students' needs and abilities. Pedagogical innovations that enhance student learning can also be viewed as an indicator of quality. Finally, contributions to published textbooks and other publicly available lesson materials are also evidence of teaching impact.
- (4) Student feedback will be gathered using the University's student questionnaire mechanism. Additional evidence of student evaluation of teaching performance, such as unsolicited emails and letters, may also be considered.
- (5) University, college, and other disciplinary or professional awards for teaching are also evidence of teaching excellence.

In evaluating teaching performance, the College will consider performance as a whole and assess performance in light of the instructional context. Contextual factors to be considered include but are not limited to, the number of students per class and the modality of instruction. Consideration of context should allow the College to evaluate a candidate's teaching of any course in light of the conditions and challenges confronted in that course. Candidates should not be disadvantaged when accepting difficult teaching assignments in order to further the instructional goals of CAST.

In evaluating the teaching work of candidates for **Tenure and Promotion to the rank of Associate Professor**, we will assess if the candidate has established a record of effectiveness and continued improvement as an instructor. Evidence of effectiveness shall

include peer observations by other faculty colleagues and results of student course surveys. Candidates must present evidence of successful teaching and mentoring appropriate to the College's mission, including upper-division and graduate courses (when included in the candidate's workload assignments). This may include courses that qualify as publicly engaged instruction. In meeting the standard of excellence in teaching, consideration should be given to the candidate's ongoing efforts to improve their teaching and mentoring of students. The candidate should be demonstrating ongoing efforts to obtain a national or international reputation as an educator.

Research, Scholarship, & Creative Activity

With respect to research, appointment or promotion with Tenure to the rank of Associate Professor will require a demonstrated history of research and creative activity with consideration of both the quality and the quantity of the candidate's body of work at the time of appointment and during the review period. The review period for retention and tenure begins on the first day of employment in a tenure-eligible position and ends on the deadline established by the Provost for submission of dossiers.

Quality may be assessed through direct examination of the work itself, as well as on its recognition by outside evaluators as reflected in publication venues, sources of external funding, scholarly comments, citations, and/or its influence on subsequent research by other scholars. Publication of articles in nationally or internationally recognized scholarly journals and/or of books or chapters in edited books by academic presses provides strong evidence of research quality. As a college focused on the convergence of technology and humanity, interdisciplinary work is highly desired in the candidate's body of work.

Original research contributions will be the foundation of most candidates' body of work, as evidenced by articles in refereed journals, invited book chapters, government and professional organization reports, and scholarly books. In addition, CAST recognizes the uniqueness of our applied disciplines and embraces the University of Arizona's inclusive view ([UHAP 3.3.02B](#)) of scholarly and creative works that includes "original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents." CAST also recognizes the value of integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners. Examples may include case studies documenting the successful implementation of innovative solutions, industry reports that inform best practices, or software development projects with significant real-world impact. The significance of such work will be evaluated based on its contribution to the field, impact on industry practice, or benefit to the community.

Appointment or promotion to associate professor will require evidence of an established and productive career in addition to the qualifications required for the assistant rank. Such an individual will be recognized at the state, regional, and national level for the individual's particular expertise and will contribute to the departmental program in a

significant fashion. In addition to quality, the quantity and coherence of the work will be evaluated. Quantity is assessed through both the number and the diversity of research and creative activity as described above. Publications and conference proceedings accepted, accepted with revisions, or in-press can normally be counted as published works. Publications submitted are not normally counted as published works but can be considered as evidence of a candidate's sustained body of work. Given the considerable variety of research conducted and research methods used by CAST faculty, it is not possible to identify a single standard for the number of publications that would apply appropriately to all candidates from the College. However, the publication record should show a sustained and consistent record of impactful scholarly publications throughout the evaluation period. Gaps in research productivity should be explained. Finally, a record of securing external funding for research is also a strong indication of research productivity.

Service & Outreach

The academy is both an individual and a collective enterprise. CAST, the University, and our professional associations are all institutions through which we must work cooperatively to advance knowledge and serve students in our areas of expertise. Thus, we expect our faculty to contribute consistently to the collective efforts of these entities and to work actively to support them.

Service to the College and University includes, at a minimum, (1) regular attendance and active participation in faculty meetings, (2) active service on standing faculty committees and appropriate ad hoc committees, and (3) timely response to appropriate requests for information or input. Service ideally includes a contribution to or participation in various functions such as graduation, awards ceremonies, receptions for students and parents, fundraising efforts, etc. Service may also include identifying problems and opportunities and seeking solutions.

In evaluating the service of candidates for **Tenure and Promotion to the rank of Associate Professor**, the College will consider not only committee memberships and attendance, but also outcomes. We will consider how the College, University, and community have benefited from the candidate's efforts.

In addition to College and University service, we also expect that CAST's tenure candidates have been active in national and international professional organizations and other professional service activities (such as reviewing proposals for conferences and manuscripts for journals). Candidates are also expected to have participated in community service activities related to one's discipline or to the college or university mission. These activities can broadly include mentoring, advocacy, work on community improvement projects, community lectures or workshops, participation in community boards or committees, etc. However, to be included as a service, the activity should be connected to professional activity as a faculty member.

5.2(c): Associate to Full Professor

A tenured associate professor may go up for promotion to Full Professor at any time, although typically, at the end of the fifth year, they submit their promotion dossiers. Promotion at this stage is not required as a condition of continued employment. If the faculty member decides not to be reviewed for promotion to tenured full professor, the administrative head will consult with the faculty member regarding the faculty member's plans for promotion and follow up to support the faculty member's ongoing development as part of the annual review process.

Teaching

In evaluating the teaching work of candidates for **Tenure and Promotion to the rank of Full Professor**, we will assess if the candidate has a record of continuing effectiveness and improvement as an instructor. Mastery in teaching at this level should include both effectiveness in the classroom as well as evidence of mentoring and developing other faculty in their teaching. Obtaining a national or international reputation as an educator is an important goal for teaching. This can include recognition from national organizations committed to teaching excellence, leadership in national, university, or college level teaching focused committees and workshops, or contributions to educational materials such as textbooks, lesson plans, Open Education Resources (OERs), etc. A candidate's leadership in educational initiatives and/or organizations can be a strong indicator of their distinction as a teacher. Interdisciplinary work involving coalitions of diverse partners is an indicator of prominent service to teaching. As an applied college, evidence of how a candidate's teaching prepares students for successful careers, demands of the modern world, and to address specific real-world problems or to improve individual, group, or societal life is highly valued.

Research, Scholarship, & Creative Activity

With respect to research, appointment or promotion to the rank of tenured Full Professor will require a continuous record of research and creative activity in addition to the qualifications required of an Associate Professor. The College values a record of ongoing, high-quality scholarly publications and contributions that demonstrate significant impact in the candidate's field of study. The College views prominent work through the lens of extensive professional service including, but not limited to, leadership positions in professional organizations, service on editorial boards, invited chapters in prominent publications, continued publication in top-ranked national and international venues, invited talks and lectures, and awards for scholarship in disciplinary and interdisciplinary areas. Securing external funding can also be an important indicator in assessing the candidate's continuing high-quality contributions to scholarship. Demonstrated leadership in interdisciplinary research collaborations with diverse partners exemplifies prominent service to scholarship. A record of mentoring and publishing with other faculty, undergraduate students, and graduate students as part of their professional development is expected. Finally, in addition to the state, regional, and national level of recognition for the individual's particular expertise gained at the

associate level, the candidate's international recognition will also contribute significantly to the promotion to the full professorship.

Service & Outreach

In evaluating the service work of candidates for **Tenure and Promotion to the rank of Full Professor** we will assess if the candidate has a record of increasing impact in service to their discipline and higher education since tenure. Significant contributions to service at this level should include both continuing involvement and leadership in college and university governance, as well as demonstrated leadership at the national (or international) level in one's discipline. This can include service as a leader in national or international organizations; substantive committee leadership in university or college-level committees and workshops; or contributions to diverse coalitions with other universities, industry, or government committed to addressing important national or international issues. In addition, impact can be demonstrated via commitment to continuous improvement, such as by developing innovative resources, fostering faculty development initiatives and/or knowledge-sharing initiatives, creating support tools, etc. In keeping with our mission, the College values service that demonstrates a forward-thinking approach to addressing internal and societal challenges. This could encompass contributions that develop solutions or methodologies to improve individual, group, or societal well-being. Examples include applying discipline-specific expertise to address local, regional, or national issues to include, but are not limited to, offering scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem; service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program, or the translation of new knowledge generated to the public through the commercialization of discoveries. For more detailed examples, you may refer to the Faculty Affairs website for [publicly engaged service and commercialized activities](#).

Benefits of promotion to professor include salary increase, eligibility for leadership positions across the University, and other [University honors and awards](#).

5.2(e): Reviews of Tenure-Eligible Full Professor

If an individual is initially appointed as a tenure-eligible full professor at the University, that faculty member may be recommended for tenure or for nonrenewal at any time during the first through third year of service in this rank. Normally, a faculty member will not be granted tenure effective the first year in the faculty member's position but may be granted tenure effective the second year. Tenure-eligible full professors also may request to be considered for a [change to a career-track appointment](#). Such a change must be approved by the department or immediate administrative head, the dean, and the Provost, in accordance with [UHAP 3.1.01.g](#). All tenure-eligible full professors will be informed in writing before the end of their third year that they are being recommended for: (a) tenure, effective their fourth year, or (b) appointment as a professor without tenure for a fourth

and terminal year.

5.3: Promising Strategies for Associate Professors Considering Full Promotion

These are potential examples for enhancing one's portfolio over time.

A. Expand your teaching.

1. Teach a new division (graduate or undergraduate), special topics or study abroad or online,
2. Add a new teaching strategy or team teach, i.e., Faculty Learning Communities (FLC).

B. Broaden your research.

1. Move from applied to theoretical or vice versa.
2. Find new areas of funding.
3. Move from shorter to longer-term projects.
4. Stay current with new ideas from students or new literature reviews.
5. Add new research methodologies that were not tried previously during your time in rank. Seek out colleagues and collaborators with similar interests through [UA Profiles](#) or the [KMap](#).

C. Increase your service and leadership experiences,

1. Participate in new committees at the University level.
2. Take on leadership roles in shared governance.
3. Network.
 - a. Collaborate on a professional project.
 - b. Network with national/international research groups.

5.4 Review Process and Standing Committee

The CAST review process aligns mostly with UA Main Campus's review steps outlined in [UHAP 3.3.02 C](#). However, because CAST is currently only a two-department college, it combines the departmental and college-level reviews into one. Thus, at CAST, a candidate's file is seen first by a sub-committee of the CAST FSC, P& T Committee. The committee reviews the file and writes a letter that is added to the promotion dossier and securely forwarded to the Dean for review. The information is reviewed by the Dean, who then adds a letter. As part of this review, the Dean may consult the relevant department head or program director. The packet then proceeds to the Provost's Office for University-level review. The Provost's final decision usually occurs in late April.

Members of the FSC are appointed by the Dean in consultation with the Faculty Affairs Coordinator (Please see the Committee's [scope](#) and [Bylaws](#) for a comprehensive description of this committee's roles). The Committee will be responsible for reviewing promotion materials and advancing recommendations to the Dean for Promotion and Tenure. The FSC will consist of a mixture of career-track and a minimum of three tenured faculty, all at least one rank ABOVE the candidates being reviewed, and be chaired by a tenured faculty member. All tenure files will be reviewed and voted on only by the tenure track committee members. See UHAP's policy 3.3.02. A on [Standing Committees](#) for

additional guidance on forming the committee with external faculty to the College should there be an insufficient number of qualified faculty to serve internally.

6: Timeline for the Year of Promotion

The deliverables and dates below for CAST are more specific and set approximately two weeks ahead of the University schedule to account for potential delays. The dates change every promotion cycle, so make sure you check with the Faculty Affairs Coordinator and the [University's Yearly Promotion Schedule](#) to make sure you have the current dates.

As required by UHAP, candidates are informed in writing by the Dean (at the completion of the college-level review) of their recommendation when they are forwarded to the next level for review. These notifications note only the recommendation of the administrator (head, director or dean) and not of external reviewers or committees.

Promotion and Tenure Timeline

Action	Point Person	Deadline
Candidates are notified of their upcoming review.	FA Coordinator	By March 1
Candidate meets with Department Head to discuss workload, external reviewers and college criteria	Department heads	By March 15
Candidate attends the Annual Promotion Workshops and begins working on dossier	Vice Provost	By mid-March
A Peer Review of Teaching is completed and added to dossier	Department Head/FA Coordinator	By May 1
Candidate submits complete dossier with a list of potential external reviewers to FA Coordinator	FA Coordinator	By July 1
FA Coordinator checks for completeness of materials and	FA Coordinator	By July 1-July 5
FA Coordinator solicits external reviewer letter requests	FA Coordinator	July 8

External reviewer letters are submitted to FA Coordinator	FA Coordinator	By August 23
Complete dossiers are forwarded to Faculty Status Committee (FSC)/P&T Subcommittee for review.	FSC/FA Coordinator	August 26
College committee reviews dossier.	FSC/P&T Subcommittee	August 26 to October 26
The College Committee letter is written and added to the dossier for Dean's for review.	FSC/P&T Subcommittee/FA Coordinator	October 28
Dean's review	Dean	October 31 to January 6
Dossiers are due to Provost's Office for University review (remove supporting materials)	FA Coordinator	January 17
University Level Review	Provost's Office	Late January to Late March
Provost's decision/letter sent to Candidate	Provost	April 25
The appeal of Provost's decision sent to President	President	Within 30 days of Provost's decision

7. Faculty Affairs Coordinator

For any given tenure and/or promotion evaluation, the Faculty Affairs Coordinator will serve as the administrator of the process.

Administration of the process will include:

- Securing each candidate's promotion/tenure dossier
- Ensuring that the dossier is complete
- Overseeing the electronic upload of the dossier to the university's RPT (review, promotion and tenure) system
- Coordinating with the candidate and department head to develop a list of potential outside reviewers
- Contacting outside reviewers

- Corresponding with outside reviewers
- Assisting the candidate with assembling dossier materials and reviewers' comments
- Making materials available to college promotion & tenure committee
- Convening an evaluation meeting of the rank-eligible faculty
- Gathering comments from the college promotion & tenure committee
- Recording the confidential vote of the college promotion & tenure committee concerning each promotion and/or tenure recommendation
- Overseeing the secure delivery of the committee's recommendation letters for each candidate to the dean in RPT
- Forwarding said recommendations to the college dean
- Delivering the dean's recommendation letter to the provost via RPT

8. Faculty Status Committee (FSC)

Where sufficient members are present, the tenured members of the College Faculty Status Committee (FSC) will conduct the P&T reviews and ensure that all processes comply with [University procedures and guidelines](#). The committee will conduct all its activities and report its results within time frames consistent with the University's and CAST's timeline for promotion and tenure decisions.

The committee will maintain clear documentary records of meetings and votes and will ensure that candidates' materials and reviewers' comments, as well as College FSC members' comments and votes, are treated as confidential.

9. Criteria for promotion

Promotion in the College of Applied Science and Technology is granted only to candidates who have demonstrated excellence in scholarship, teaching, and service/outreach per the expectations defined by the units in which they hold appointments. All promotion reviews should look at the totality of the candidate's scholarship, teaching, and service/outreach, emphasizing the faculty member's current trajectory. It is important to note that a satisfactory annual review in isolation does not necessarily guarantee a faculty member's promotion.

According to [UHAP 3.3.03.B](#), promotion requires excellent performance and the promise of continued excellence as determined by the specific duties assigned to individual faculty members. ABOR section 6-201(1)(4)(a) notes that criteria for evaluation should consider teaching effectiveness; quality of service to the profession, university, and community; and the quality of scholarly research, publication, or creative endeavors (if the faculty member has assigned research duties). Research is also integral to the scholarship of teaching and the scholarship of engagement, as recognized by the [University's inclusive view of scholarship](#).

The following table provides a summary of the criteria in every category of faculty's

workloads to meet the requirements for appointment and/or promotion and tenure at
CAST.

Appointment and Tenure/Promotion Criteria by Rank

Note: Dossiers require this information be summarized in a one-page version to be submitted with promotion packages. This will be formatted for inclusion as Appendix B for those purposes.

NOTE: CANDIDATE FOR TENURE MUST ALSO MEET THE CRITERIA FOR RANK AT WHICH TENURE IS SOUGHT.

	Associate Professor	Full Professor
Teaching	<p>Meets the criteria for assistant and the following criteria as appropriate given their negotiated workload.</p> <p>Some examples of these accomplishments may include:</p> <ul style="list-style-type: none"> • Establishing a record of effectiveness, growth, and continued improvement as an instructor. Effectiveness shall include peer observations by other faculty colleagues and student course surveys. • Demonstrating ongoing efforts to improve teaching and mentoring of students. • Demonstrating ongoing efforts to obtain a national or international reputation as an educator. 	<p>Meets the criteria for associate and the following criteria as appropriate given their negotiated workload.</p> <ul style="list-style-type: none"> • Evidence of mentoring and developing other faculty in their teaching development • Evidence of student preparation to address specific real-world problems and/or provide innovative solutions to improve individual, group, or societal life is highly valued. Examples of preparation include: <ul style="list-style-type: none"> ○ Engaging students in current discourse, debates and inquiries within the field ○ Supervising independent studies, internships or preceptorships • Obtaining a national or international reputation as an educator through any or all of the following: <ul style="list-style-type: none"> ○ Recognition from professional organizations committed to teaching excellence. ○ Leadership in national, international, university, or college level teaching-focused committees and workshops. (See page 14 of full criteria for more examples.)
Research or Scholarly /Creative Activity	<ul style="list-style-type: none"> • Demonstrates a history of research and creative activity considering both the quality and the quantity of the candidate's body of work (see page 2 for more details). • Has published articles or work in nationally or internationally recognized scholarly journals, conference proceedings, and/or of books or chapters in edited books by academic presses. • Continued excellence in securing external funding. • Demonstrates quality work recognized by outside scholars as reflected in criteria defined in the University's Inclusive View of Scholarship. • Presents at professional conferences and other venues providing evidence of other government, corporate, or public presentations of significance. • Mentors and publishes with undergraduate and graduate students, where applicable. 	<ul style="list-style-type: none"> • Demonstrates international recognition and a continuing record of regular, high-quality scholarly publications and contributions that exhibit significant impact in the field of study, • Extensive professional service and leadership roles in professional organizations, editorial board memberships, prestigious speaking engagements, recognition through awards, and leading interdisciplinary collaborations. • Securing external funding • Evidence of mentoring and publishing with other faculty, undergraduate, and graduate students
Service & Outreach	<ul style="list-style-type: none"> • Regular attendance and active participation in faculty meetings. • Active service on standing and ad hoc committees where appropriate. • Contribution to various functions such as graduation, awards ceremonies, receptions for students and parents, fundraising efforts, etc. • Activity in national and international professional 	<ul style="list-style-type: none"> • Demonstrates a record of increasing impact in service to their discipline and higher education • Demonstrates continued involvement and leadership in college and university governance, committees, and workshops and could also show contributions to diverse coalitions with other universities, industry, or government. • Demonstrates national leadership in higher

	<p>organizations and/or professional service activities (reviewing proposals for conferences and manuscripts for journals).</p> <ul style="list-style-type: none"> • Demonstrated impact of service on the College, University, and community. 	<p>education or one’s discipline.</p> <ul style="list-style-type: none"> • Supporting improvement processes or contributing to the development of innovative solutions to address societal challenges (See page 15 for details).
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10: Conclusion

Nothing is more important to a faculty member’s career than the promotion process. Successful progress depends upon a thorough understanding of the local and university-level expectations, regular feedback from mentors and administration, and allowing enough time to do the work necessary to advance to the next level.

Since administrators and mentors come and go, sometimes the only constant in a candidate’s promotion and tenure experience is the candidate themselves. Therefore, the candidate needs to take ownership and responsibility for their own promotion progress.

11: Changes to These Processes

The processes detailed in this document reflect those of the requirements of the [Vice Provost for Academic Affairs](#) and are, therefore, subject to change. If a change occurs, faculty will be notified by the Faculty Affairs Coordinator.