



THE UNIVERSITY OF ARIZONA

College of
Information Science

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Procedures and Criteria for Promotion of Career-Track Faculty College of Information Science University of Arizona

All faculty evaluation in the College of Information Science (i.e., InfoSci, a College at the University of Arizona) occurs in line with the guidelines set forth in the University Handbook for Appointed Personnel (UHAP), section 3.3. The College of Information Science follows all guidelines provided by the University of Arizona's Vice Provost Office of Faculty Affairs and provides these guidelines as an augmenting resource for faculty. According to the Definitions in UHAP, career-track faculty have Notice of Appointments that incorporate the ABOR Conditions of Faculty Service (ABOR-PM 6-201), are not eligible for tenure, and do not have visiting or adjunct titles. The University of Arizona has three general title series for such faculty: career-track instructors, career-track lecturers, and career-track professors. Given the College of Information Science does not maintain career-track instructors, **this document focuses on the promotion of career-track lecturers and professors only.**

Criteria for Career-Track Faculty 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(I)(4)(a) notes that criteria for evaluation should consider teaching effectiveness; quality of service to the profession, university, and community; and for those with research assigned as part of their formal workload, the quality of scholarly research, publication, or creative endeavors. Research is also integral to the scholarship of teaching and the scholarship of engagement, as recognized by the [University's inclusive view of scholarship](#).

Teaching

Candidates must present evidence of successful teaching appropriate to the unit's mission, including lower-division, upper-division, and graduate courses (when included in the candidate's workload assignments). In meeting the standard of excellence in teaching, consideration should be given to the candidate's ongoing efforts to improve their teaching. The required evaluation of teaching for promotion is a holistic approach that considers multiple aspects of the candidate's dossier: Candidate Statement, Teaching Portfolio, including - but not limited to - Peer Teaching Observation, an assessment of Student Course Surveys, SCS [previously named Teacher Course Evaluations, TCE], as well as the candidate's course materials. Materials for a Peer Teaching Observation (for in-person or online courses) are available through the University Center for Assessment, Teaching & Technology. Career-track (CT) faculty should use the university SCS or TCE forms as a means to share student perceptions of their experiences in courses taught by the faculty member under review.

Excellence in teaching may include, but is not limited to:

Conducting courses appropriate to the level of instruction and the nature of the subject matter;
Bringing to the learning environments, the latest discoveries and pedagogical approaches;
Engaging students, according to their capacities, in the current debates within a field;
Enabling students to articulate issues and solve problems on their own; and
Being available outside the classroom for further instruction and advice.

Service/Outreach

When included in assigned duties, service considered for promotion may include service on College and University committees; and service to professional associations and on public committees where faculty disciplinary knowledge is required. In assessing such contribution, units should consider best practices in assessing the scholarship of teaching and the scholarship of engagement. These forms of applied scholarship cut across teaching, research, and service and outreach. They involve delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University and College missions.

Excellence in service may include, but is not limited to:

Serving on campus committees and teams;
Actively participating in faculty governance at College or University levels;
Participating in activities of professional societies or organizations in one's discipline;
Presenting community lectures, workshops, trainings, or performances;
Bringing pedagogical innovations and knowledge to off-campus communities and partners;
Applying one's expertise to address local, regional, national, or global issues;
Providing courses, extension programs, or short courses to agencies or organizations;
Participating in peer review activities; and
Working with local schools, agencies, commissions, and other public venues.

Research/Creative Activity

When career track faculty have research as part of their assignment, excellence in research mirrors expectations for research as presented in the College of Information Science's promotion and tenure guidelines for tenure-track faculty. Career track faculty research output will be assessed similarly while considering workload percentage dedicated to research.

Promotion To the Highest Rank

In addition to the requirements for being promoted generally, promotion to the highest rank should signify that individuals are established figures in their fields and recognized for their educational accomplishments as documented by their CVs, by internal letters, and may include extramural letters (if desired, not required). Promotion to Full Professor of Practice may occur at any time, but usually, Associate Professors of Practice will be reviewed for retention in rank every six years. During the fifth year, the Associate Professor of Practice has the right to be reviewed for retention in rank or for promotion to Full Professor of Practice. Teaching

contributions should be of the highest quality and clearly documented. Individuals should, furthermore, show evidence of significant contributions to the strength, reputation, educational mission, or leadership of the unit.

For promotion to the highest rank (Principal Lecturer or Full Professor of Practice) additional activities may include:

- Leadership in developing curricula;
- Recognition, such as teaching awards;
- Innovations tied to student recruitment and retention;
- Providing evaluation of the teaching effectiveness of other faculty;
- Making an impact on teacher development or curricular approaches;
- Leadership in faculty governance or in disciplinary organizations;
- Serving as a scholarly reviewer for journals or academic organizations;
- Attaining external funding to support research or teaching efforts; and
- Research publications within a discipline or on matters of teaching and learning.

General Procedure for Career-Track Faculty Promotion

Career-track faculty may choose to stay in rank as long as they wish and may put themselves forward for promotion after four full years in rank. In the fall semester of the fifth year of employment, a dossier can be submitted for review. If a career track faculty member wishes to be considered for promotion, they must notify the Associate Dean of Faculty Affairs in writing by April 1 in the year they are eligible for promotion (or in any subsequent year). By September, the candidate must complete the promotion dossier and deliver it to the Associate Dean who will then work with a review committee comprised of at least two career-track or tenure-track faculty members, and at least one of those will be from an academic unit that is outside of the College of Information Science. The Dean's review will occur in November / December of that same year. Guidelines for appealing a decision are provided on the University's faculty affairs web pages.