

# Graduate College Criteria for Career-Track Professor Promotions

## QUALIFICATIONS AND PROMOTION CRITERIA

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According to the [Definitions in the University Handbook for Appointed Professionals](#) (UHAP), career-track (CT) professors are faculty whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are not eligible for tenure and do not have visiting, global, or adjunct titles.

Policies for appointments and promotion reviews of career-track faculty are included in UHAP chapter 3. UHAP [3.1.02](#) notes that units are required to have procedures for promotion reviews before making career-track lecturer or professor appointments. Promotion review policies are included in UHAP [3.3.03](#). As noted in UHAP 3.3.03.E, lecturers may be appointed to professor positions when faculty have been given “expanded or supervisory duties,” meet the criteria in Section 3.2, and have established a record of achievement that is documented in their annual performance reviews.

### Graduate College Career-Track Faculty

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Career-Track Faculty in the Graduate College provide training, professional development, and mentoring to UA graduate students and to selected undergraduates through bridge programs to prepare students for graduate education. They may teach traditional, for-credit courses as well as non-credit courses, or provide professional training and development through workshops, one-on-one coaching, and other learning environments. They may collaborate with other units and with community groups, providing them with expertise and assistance. Their work can be described as ‘engaged scholarship’ which contributes to the Graduate College’s mission and may include applied research in addition to teaching.

Their work may be supported by grants which they may be involved in securing and evaluating. The results of their scholarship may be disseminated through publication, presentations, seminars, lectures, panel discussions, training materials, online sites, interviews with the media, policy briefs, and other means. Their work is evidence- or research-based and informs other teachers, researchers, the public, and policy makers. They may be involved in research studies leading to publications. In addition to their disciplinary knowledge and skills, their knowledge base includes assessment and evaluation, best practices in graduate education, trends in graduate education and policy. Their duties often include administrative and supervisory duties.

### QUALIFICATIONS FOR APPOINTMENTS BY RANK

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#### Assistant Professor of Practice:

- [UHAP 3.3.03. G](#) Appointment or promotion to assistant professor on the Career-Track will require evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high-quality teaching, research, and service. Appointment at this rank requires a graduate degree in the field of instruction, or commensurate field or industry experience and expertise. Promotion to the associate rank is possible after a minimum of three years of service in the assistant rank.

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- Demonstrated success in teaching (broadly defined as to include professional development and training, mentoring, one-on-one coaching, and other activities). Documentation might include strong student evaluations or a portfolio that documents the candidate's understanding of the relevant educational principles and standards. This may include curriculum design and outcomes assessment, innovative training materials, or peer reviews that demonstrate candidates' teaching effectiveness and positive impact on students.

## Associate Professor of Practice:

- [UHAP 3.3.03.H](#) Appointment or promotion to associate professor on the Career-Track will require evidence of an established and productive career in addition to the qualifications required of the assistant rank. Such an individual will be known at the state, regional, and national level for the individual's particular expertise, and will contribute to the departmental program in a significant fashion. Annual reappointments may be made an indefinite number of times, subject to satisfactory performance evaluations. Career-track associate professors may go up for promotion to the rank of professor at any time.
- Additional experience and expertise beyond that for an Assistant Professor. These might include, for example, research-based teaching innovations, recognized contributions to scholarship such as publications, conference presentations, invitations to present at conferences, service on professional boards and committees, securing grant funding, or having participated in advanced training or additional professional development.

## Full Professor of Practice:

- [UHAP 3.3.03 I](#) Appointment or promotion to professor on the Career-Track will require outstanding qualifications regarding expertise and experience in addition to the qualifications required of an associate professor. Such an individual must have achieved national recognition through peer organizations and will bring distinction to the department. Career-track professors may be reappointed annually provided they continue to meet the criteria for the rank and perform satisfactorily as determined by annual performance evaluations.
- Additional impact and recognition beyond that expected for an Associate Professor, including leadership of high-impact innovations, awards and other recognition of teaching effectiveness, and institutional and recognized contributions to the scholarship of teaching such as publications, presentations, and the adoptions of teaching innovations at other institutions.

## CRITERIA FOR PROMOTION BY RANK

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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(l)(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](#).

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## Criteria for Promotion to Associate or Full Professor of Practice

	<b>Associate</b> Meets the following criteria for assistant and the following criteria as appropriate given their negotiated workload:	<b>Full</b> Meets the following criteria for Associate and the following criteria given their negotiated workload:
<b>Teaching</b>	<p>Excellent student, administrative, and peer evaluations that demonstrate effectiveness with research-based teaching practices.</p> <p>Contributions to curriculum development, outcomes assessment, and instructional innovations that build on such practices to improve student success.</p> <p>Effective advising, mentoring, and student-support activities</p>	<p>Recognition such as awards that demonstrate outstanding teaching effectiveness and innovations in course design.</p> <p>Innovations in instruction that significantly contribute to student recruitment, retention, and graduation.</p> <p>Broad impact on curricular practices and teacher development programs.</p>
<b>Research/Scholarship:</b>	<p>Presentations and participation in workshops, lectures, seminars, and panel discussions related to the duties of the individual and the mission of the program.</p> <p>Collaborations on curricular reforms, interdisciplinary partnerships, and/or outreach</p>	<p>Publications, grants, reports, presentations, and other contributions to the scholarship of teaching.</p> <p>Leadership of curricular reforms, outreach programs, and/or interdisciplinary initiatives.</p> <p>Leadership with evaluating and collaborating on publications, awards, or proposals.</p>
<b>Service:</b>	<p>Participation in committee and collaborative governance within the college, and/or university.</p> <p>Service as a reviewer for grants, competitions, awards, and publications, within the program, institution, and profession.</p>	<p>Leadership roles in professional societies, editorial boards, teacher networks, and other community and professional collaborations.</p> <p>Leadership on committee and collaborative governance within the college, and/or university.</p>

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## REVIEW PROCESS

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Information on the promotion review process is included in [UHAP 3.3.03](#).

Career-track professors should submit a dossier using the [dossier templates and documentation](#) from the Vice Provost for Faculty Affairs. Some sections of the dossier may be marked as *NA* for *Not Applicable* if they are not relevant to the candidate's assigned duties.

### **Ad Hoc Advisory Committee on Faculty Status**

Dossiers for the promotion of career-track faculty will first be reviewed by an Ad Hoc Committee on Faculty Status. This committee will be comprised of a minimum of 3 faculty members from other units who hold a rank superior to the rank of the faculty being considered for promotion (UHAP 3.3.03.A). The Associate Dean (acting as Department Head) will identify and appoint these faculty members to the committee. At least two members of the committee must be Career-Track faculty. This committee will make a recommendation to the Dean of the Graduate College, and who will make a further recommendation to the provost. The provost makes the final decision on promotion.

## ADDITIONAL CONSIDERATIONS

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### **Determining years of service for purposes of eligibility**

Candidates for promotion may request credit for years of previous service at other institutions, or in UA positions that include related duties. Such credit will be negotiated on an individual basis and must be included in writing at the time of appointment. Units may set different schedules for reviews to fit the profiles of their faculty. Promotion will generally be considered after three years of UA service in rank because the expertise needed for higher ranks requires understanding the UA's institutional resources, expectations, and mission ([UHAP 3.3.01](#)). Questions about years of service should be directed to the Vice Provost for Faculty Affairs.

### **Considering student evaluations in assessments of faculty**

When assessing teaching for promotion, reviewers should recognize that research has demonstrated that faculty members' gender, ethnicity, sexual orientation, national origin, and disability status can impact their students' evaluations. That impact can be intensified by controversial course content and individuals' teaching style. The University recognizes the impact of these factors by considering student evaluations as part of a multimodal review that includes peer observations and reviews of teaching portfolios. Peer reviewers are encouraged to reflect upon the impact of such factors when making their assessments. Reviewers should use the [University Center for Assessment, Teaching & Technology Peer Review of Teaching](#) Protocol. Observation Criteria: [Form 9A in-person](#), [Form 9A Online](#)

### **Timeline for career-track promotion reviews**

[Guide to Career-Track Promotion](#)

Candidates should consult with the Graduate College's Dean's Office for the schedule for career-track reviews. Guidance on timelines is contained within the [Guide to Career-Track Promotion](#).