

QUALIFICATIONS AND PROMOTION CRITERIA

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 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” and have established a record of achievement that is documented in their annual performance reviews.

The following criteria applies to all Professors on the Career-Track at UA South. The primary responsibility of a Professor on the Career Track is teaching both undergraduate and/or graduate courses. The teaching expectation is 4/4 (80%) and 20% service effort.

Promotion criteria for lecturers is covered in a separate document.

QUALIFICATIONS FOR APPOINTMENTS BY RANK

Assistant Career-Track Professor:

- Established record of achievement with recognized expertise as documented in strong letters of recommendation from collaborators and supervisors.
- Demonstrated success in academic instruction as evidenced by strong student evaluations, a teaching portfolio that documents the candidate’s understanding of curriculum design and outcomes assessment, and peer reviews that demonstrate the candidate’s teaching effectiveness.

Associate Career-Track Professor:

- Same qualifications as for Assistant Career-Track Professor, in addition to which the individual has taught ≥ 6 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations).
- Additional experience and expertise beyond that for an Assistant Professor, for example, research-based teaching innovations, experience with advancing broader curricular reforms, and recognized contributions to the scholarship of teaching such as conference presentations.

Full Career-track Professor:

- Same qualifications as for Associate Career-Track Professor, in addition to which the individual has taught ≥ 9 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations).

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- 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

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 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](#).

Criteria for Promotion to Associate Career-Track Professor

- Teaching
 - Excellent student and administrative evaluations that demonstrate effectiveness with research-based teaching practices. Candidates for promotion may also include peer evaluations.
 - Contributions to curriculum development, outcomes assessment, and instructional innovations that build on such practices to improve student success, including collaborations on teacher preparation, interdisciplinary partnerships, and/or outreach.
 - Effective formal or informal advising, mentoring, and student-support activities.
- Service within the program, institution, and/or profession such as:
 - participation on committees,
 - collaborative governance,
 - serve as a reviewer for grants, competitions, awards, and/or publications
 - presentations and/or participation in workshops, lectures, seminars, panel discussions, or similar activities

Criteria for Promotion to Full Career-Track Professor

The expectations for the leadership and impact of full professors include and expand upon those set out above.

- Teaching
 - Continued excellence in teaching as demonstrated by student and administrative evaluations, peer evaluations, and other evidence demonstrating effectiveness with research-based teaching practices.
 - Recognition such as awards that demonstrate outstanding teaching effectiveness and innovations in course design.

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- Innovations in instruction that significantly contribute to student recruitment, retention and graduation.
 - Broad impact on curricular practices and teacher development programs.
 - Service within the program, institution, and/or profession such as:
 - Publications, grants, reports, presentations, and other contributions to the scholarship of teaching.
 - Leadership of curricular reforms, outreach programs, and/or interdisciplinary initiatives.
 - Leadership roles in professional societies, editorial boards, teacher networks, and other community and professional collaborations.
 - Leadership with evaluating and collaborating on publications, awards, or proposals.
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REVIEW PROCESS

Standing Advisory Committee – Personnel Committee

The Personnel Committee, as a Standing Committee of the Forum, will assemble a Promotion Sub-Committee when needed and constituted with members as described below. This committee will advise the dean and administrative head before recommendations on reviews for promotion are forwarded to higher levels.

The committee may be formed of tenured and career-track faculty. If there are not sufficient faculty members to constitute such a committee, then the Chair of the Personnel Committee and the Program's Director will consult with the dean on forming such a committee from other units. Such advisory committees will be constituted such that recommendations will be made only by faculty members holding rank superior to the rank of the faculty member being considered, except in the case of promotion to full professor where the committee members will each be a full professor. The sub-committee will meet without the dean whom they advise. Deliberations, evaluations, and recommendations of peer review committees are confidential, as are any evaluations or recommendations received by the committee members.

Members of the committee are expected to familiarize themselves with all promotion criteria applicable to the individuals they are to consider. Current copies of those criteria will be maintained in the offices of the administrative head, college dean, and Provost.

Promotion Process

Career-track faculty members being considered for promotion are expected to familiarize themselves with the promotion criteria detailed in this document and the procedures listed below. Annual performance reviews may be considered in the promotion process, but satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion. Progress towards promotion requires accomplishment over a period of years in the broader range of faculty responsibilities, and may include evaluation by external referees, which is not a part of the annual review process.

Information on the promotion review process is included in UHAP [3.2.03](#).

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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. For career-track professors whose duties are largely confined to teaching, these sections of the promotion dossier should be submitted:

- [Dossier Section 1](#): Summary Data Sheet
- [Dossier Section 2](#): Summary of Candidate's Workload Assignment ([DOCX](#))
- [Dossier Section 3](#): Departmental & College Promotion & Tenure Criteria (See Appendix A for UA South Promotion Criteria)
- [Dossier Section 4](#): Curriculum Vitae & List of Collaborators
- [Dossier Section 5](#): Candidate Statement
- [Dossier Section 6](#): Teaching Portfolio ([Teaching Portfolio Resources](#))
- [Dossier Section 7](#): Evaluation of Teaching & Advising (Tips on [Evaluating Portfolios](#))
- [Dossier Section 11](#): Recommendations for Promotion

If candidates wish to document their leadership of curricular and outreach initiatives, and/or significant contributions to interdisciplinary programs, they may add the following sections to their dossier:

- [Dossier Section 8](#): Optional Service and Outreach Portfolio
- [Dossier Section 9](#): Membership in GIDPs or Other Interdisciplinary Programs
- [Appendix E](#): Sample Letter for Research Collaborator and Professional Client, or Other Community Collaborator

ADDITIONAL CONSIDERATIONS

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 included related duties. Such credit will be negotiated on an individual basis. 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 (at $\geq .5$ FTE) because the expertise needed for higher ranks requires understanding the UA's institutional resources, expectations, and mission. 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 [Office of Instruction and Assessment's Peer Review Protocol](#).

Timeline for career-track promotion reviews

Candidates should consult with the Associate Dean on their college’s schedule for career-track reviews. The Provost’s Office will accept dossiers all year, but decisions on dossiers submitted in spring semesters will not be made until after May 1, when the scheduled review cycle is concluded for tenure-track and continuing-status dossiers. About one hundred of those dossiers are reviewed each spring.

Best Practices for Peer Review

The Office of Instruction and Assessment provides protocols for conducting peer reviews. These protocols can be found at <http://teachingprotocol.oia.arizona.edu/>.

For further guidance consult with the Associate Dean and the Promotion Committee.

Appendix A: UA South Promotion Criteria for Inclusion in Dossier 3

| | Associate [Title] | Full [Title] |
|--|---|---|
| Teaching | <p>Excellent student and administrative evaluations that demonstrate effectiveness with research-based teaching practices. Candidates for promotion may also include peer evaluations.</p> <p>Contributions to curriculum development, outcomes assessment, and instructional innovations that build on such practices to improve student success, including collaborations on teacher preparation, interdisciplinary partnerships, and/or outreach.</p> <p>Effective formal or informal advising, mentoring, and student-support activities.</p> | <p>Continued excellence in teaching as demonstrated by student and administrative evaluations, peer evaluations, and other evidence demonstrating effectiveness with research-based teaching practices.</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> |
| Service within the program, institution, and/or profession | <p>participation on committees, collaborative governance, serve as a reviewer for grants, competitions, awards, and/or publications</p> <p>presentations and/or participation in workshops, lectures, seminars, panel discussions, or similar activities</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 roles in professional societies, editorial boards, teacher</p> |

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| | | <p>networks, and other community and professional collaborations.</p> <p>Leadership with evaluating and collaborating on publications, awards, or proposals.</p> |
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