**OPTIONAL CRITERIA FOR PROMOTION REVIEWS**

**OF CAREER-TRACK PROFESSORS  
(for optional use at the unit level)**

Departments and other units are required to have procedures for promotion reviews before making career-track lecturer or professor appointments, as noted in the policies for appointments and promotion reviews of career-track faculty in chapter 3 of the [University Handbook for Appointed Personnel](http://policy.arizona.edu/university-handbook-appointed-personnel) (UHAP). To meet this requirement, units with few career-track faculty may elect to adopt these Optional Criteria for Promotion Reviews of Career-Track Professors. These criteria are available on the Career-Track Faculty page of the Vice Provost for Faculty Affairs website: <http://facultyaffairs.arizona.edu/career-track-faculty>

These criteria are intended for career-track faculty whose duties are largely limited to teaching. For faculty with other duties, these questions may be useful for drafting benchmarks for assessing candidates and providing them with clear goals to advance their careers:

What experience and expertise are required for an entry-level position with these duties?

What distinguishes the performance of a more advanced mid-career practitioner?

What leadership and impact are expected of full professors with these duties?

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) who 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. As noted in UHAP 3.1.02 and 3.3.03.D, career-track instructor appointments are appropriate for faculty whose duties are limited to teaching “in a particular area.” Instructors do not generally have a promotion path except in units that offer extensive noncredit instruction. Lecturers generally have more limited duties than career-track professors, so a conversion of a lecturer position into a position with a professor title must be “justified by increased responsibilities such as expanded teaching or supervisory duties” as well as outstanding performance, as indicated in annual reviews (UHAP 3.3.03.E).

**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 candidates’ 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 ≥ .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 ≥ .5 FTE. Commensurate service may be considered when determining years of experience (see Additional Considerations).
* 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](http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure), 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](http://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship).

**Criteria for Promotion to Associate Career-Track Professor**

* Excellent student, administrative, and peer evaluations that demonstrate effectiveness with research-based teaching practices.
* Contributions to curriculum development, outcomes assessment, and instructional innovations that build on such practices to improve student success.
* Effective advising, mentoring, and student-support activities.
* Presentations and participations in workshops, lectures, seminars, and panel discussions related to the duties of the individual and the mission of the program.
* Participation in committee and collaborative governance within the program, department, college, and/or university.
* Collaborations on teacher preparation, interdisciplinary partnerships, and/or outreach.
* Service as a reviewer for grants, competitions, awards, and publications, within the program, institution, and profession.

**Criteria for Promotion to Full Career-Track Professor**

The expectations for the leadership and impact of full professors build on those set out above.

* Recognition such as awards that demonstrate outstanding teaching effectiveness and innovations in course design.
* Innovations in instruction that significantly contribute to student recruitment, retention and graduation.
* Broad impact on curricular practices and teacher development programs.
* 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.

**REVIEW PROCESS**

Information on the promotion review process is included in [UHAP chapter 3.2.03](http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure).

Career-track professors should submitadossier using the [dossier templates and documentation](http://facultyaffairs.arizona.edu/promotion-and-tenure#pt) 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](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_01-summarydatasheet.pdf): Summary Data Sheet
* [Dossier Section 2](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_02-workloadassignment_0.pdf): Summary of Candidate's Workload Assignment ([DOCX](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_02-workloadassignment_0.docx))
* [Dossier Section 3](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_03-dept_and_collegecriteria.pdf): Departmental & College Promotion & Tenure Criteria
* [Dossier Section 4](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_04-cv_and_collaborators_01.pdf): Curriculum Vitae & List of Collaborators
* [Dossier Section 5](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_05-candidatestatement_0.pdf): Candidate Statement
* [Dossier Section 6](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_06-teachingportfolio.pdf): Teaching Portfolio ([Teaching Portfolio Resources](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_06_teachingportfolioresources.pdf))
* [Dossier Section 7](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_07-teachingevaluation.pdf): Evaluation of Teaching & Advising (Tips on [Evaluating Portfolios](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/teachingportfolioeval.pdf))
* [Dossier Section 11](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_11-recommendations.pdf): 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](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_08-serviceoutreachportfolio.pdf): Optional Service and Outreach Portfolio
* [Dossier Section 9](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_09-membershipgidp.pdf): Membership in GIDPs or Other Interdisciplinary Programs
* [Appendix E](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_appendix_e-templateltrcollaborators.pdf): 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 ≥ .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](http://teachingprotocol.oia.arizona.edu/).

**Timeline for career-track promotion reviews**

Candidates should consult with their department heads 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.