

## PROMOTION GUIDELINES FOR CAREER TRACK FACULTY

Effective: 2018-2019

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### PRINCIPLES

#### 1. Career Track Promotion in SBS

Every person hired into a Career Track (CT) position by an SBS department or school is hired with the hope and intention that they will excel and over time seek promotion in rank. The College of SBS believes that Career Track faculty members are vital to our teaching and service missions. This document presents University and College guidelines and criteria for promotion for CT positions.

#### 2. Defined Titles and Responsibilities

The Arizona Board of Regents (ABOR) and the University of Arizona's Office of the Provost have distinguished CT faculty titles by professional histories, areas of expertise, and intended service to the university. The conditions under which different categories of full-time CT faculty can be hired, renewed, or promoted have also been stipulated. ***Career Track position titles and position descriptions are in [Appendix A](#) of this document.***

Overall CT faculty responsibilities across different tracks are provided in the College's Faculty Workload Distribution Guidance, approved by the University, Heads and Directors and the elected members of the Faculty Advisory Council.

#### 3. Workload

It is essential that a faculty member's workload responsibilities are clearly defined at the time of hire and are reviewed prior to each academic year. SBS practice holds that CT faculty are hired primarily for teaching (except Research Professors).

Below is a table representing typical workload distribution for CT faculty appointments. All may vary by unit and individual faculty. (See [Appendix A](#) for detailed expectations by rank.)

| <b>Title</b>                  | <b>Teaching</b> | <b>Research</b> | <b>Service</b> | <b>Notes</b>                       |
|-------------------------------|-----------------|-----------------|----------------|------------------------------------|
| <b>Professors of Practice</b> | 60-80%          | 0-20%           | 20-40%         | Typically 3-4 courses per semester |
| <b>Research Professors</b>    | 0-25%           | 30-100%         | 10-20%         | Emphasis on research               |
| <b>Lecturers</b>              | 80-100%         | 0%              | 0-20%          | 24-30 units per academic year      |
| <b>Instructors</b>            | 100%            | 0%              | 0%             | 30 units per academic year         |

In all cases, FTE and workload are calculated at .10 FTE per 3-unit course, unless specifically agreed upon in advance with the Dean's office. Grant funding buyouts of teaching or other untypical arrangements would result in a variation of this typical distribution.



#### 4. Procedures

Candidates are entitled to a procedurally correct promotion review. Both the department head or director and the faculty member should have a clear understanding of the order and timing of events relating to promotion. A procedurally correct review is one in which:

- a. The steps in the promotion processes as outlined by university, college, and unit documents have been conveyed to candidates and have been followed.
- b. Unit promotion committees have given a thorough, critical reading to the candidate's major work and have engaged seriously with it in their discussion.
- c. The full scope of interdisciplinary work (whether done inter-unit or intra-unit) has been considered in making a recommendation for promotion. In some units, this may mean augmenting the department committee with intellectually aligned ad hoc faculty members.
- d. Colleagues' discussion of the candidate's work has been conducted in professional and confidential terms. Faculty members who have a conflict of interest with the candidate must not participate in the review process. Examples of conflict of interest can extend to research collaboration or competition if the collaboration/competition is substantive. Other conflicts of interest would occur in the event of significant mentoring, or in the case of an ongoing or past romantic relationship or family relationship. Criteria for promotion must be as transparent as possible.
- e. Each unit employing one or more CT faculty may adopt a formal set of criteria to be applied for promotion consideration. Alternately, and where appropriate, units may elect to apply the [College's promotion criteria](#) (below), as might be the case if a unit has few CT faculty or if the College criteria are sufficiently aligned as to merit their application directly to unit activities.
- f. These criteria must take account of the changing nature of pedagogy, including interdisciplinary/transdisciplinary work, public engagement, and course development. Integrative and applied forms of pedagogy and scholarship (translational research, community collaborations, innovative and expansive teaching and outreach), if it applies, should be recognized as it fits with the faculty's distribution of responsibilities.
- g. Each position to which a CT faculty member is appointed should have associated with it a clear description of the responsibilities and duties involved. Each faculty member should have a copy of the job description. Substantial changes in responsibilities or duties that may occur subsequent to employment should be reflected in a new position description and sent to SBS Faculty Affairs. The position description should clearly show the distribution of effort between position duties and teaching responsibilities, service/outreach, and (if applicable) scholarly activities to ensure that evaluation for promotion will be fair and objective.
- h. Each department head/school director is responsible for providing new faculty upon their hire with unit, college, and university guidelines and criteria. These criteria, deadlines, and a list of candidates' workload responsibilities must be made available in writing and in a timely manner to all new CT appointees and must be provided to all faculty members prior to additional promotions. Also, unit heads/directors or departmental standing advisory committees should be available to meet with CT faculty members at



least once a year, if requested, to review promotion criteria and to answer questions.

- i. SBS deadlines should be followed by all faculty members and made available to all faculty members by the unit head.

#### ***A Note on Promotion vs Conversion***

In SBS, *promotions* occur within rank (Lecturer to Senior Lecturer to Principal Lecturer; Assistant Professor of Practice to Associate Professor of Practice to Professor of Practice). Changes of faculty category (Instructor to Lecturer, for example, or Lecturer to a Professorial title) are considered *conversions* (track transfers) rather than promotions and require additional steps to meet HR conditions of hire. These can be considered in those cases where the areas of responsibility have shifted to meet unit needs (e.g., from a 4/4 teaching load with 20% service to a 3/3 with increased unit or institutional service). Conversions, per the UA's Office of the Vice Provost for Faculty Affairs, require completion of a dossier as would be required for promotion (see below).

## **PROMOTION LOGISTICS**

### **1. Timing of reviews**

In SBS, the minimum duration of service required prior to promotion is normally six years of full-time service. Candidates for promotion may request credit toward years of service through previous commensurate service.

The timeline for review is based on the calendar set out each year by the Office of the Vice Provost for Faculty Affairs. Typically, the promotion dossier is uploaded into the system by August 15, and the reviews are completed in the Fall and Spring semesters and candidates are notified of the decision by the end of the Spring semester.

### **2. Assembling promotion review committees**

Units should constitute a promotion review committee at the end of the Spring or the beginning of the Fall semester of the year that the promotion review is to occur. Committees should comprise CT faculty\* but may also include Tenured and Continuing Status faculty who are rank-eligible (meaning, *Associate* for service on a committee to Associate Professor; *full* Professor for service on committees for promotion to that highest rank), that is at least one rank above. The committee should represent a variation in intellectual foundations.

*\*A majority of the committee members should be CT faculty. So, for example, a committee of three for an Assistant to Associate Professor of Practice could have two Career Track faculty (Associate or Full Professors of Practice or a combination to include a Senior or Principal Lecturer) and a Tenure Track or Continuing Status faculty member. If the unit does not have sufficient and appropriate rank-eligible faculty members to constitute the committee, the unit head will seek the approval of the SBS Faculty Affairs to constitute an appropriate review committee, usually called an interdisciplinary or ad hoc committee.*

## MATERIALS FOR PROMOTION

### Professorial Titles (Associate/Research Professors and Associate/Professors of Practice)

Per the UA's Office of the Vice Provost for Faculty Affairs, Career Track faculty under consideration for promotion who have a **Professor** title (including Professor of Practice) must complete a dossier using the [Career-Track Promotion Dossier Template](#). Note that external evaluator and collaborator letters are not required for CT faculty dossiers.

### Lecturer Titles (Senior and Principal Lecturers)

1. Lecturers seeking promotion also must submit material through UA's [Faculty Portfolio/Review, Promotion, and Tenure \(RPT\)](#) system. The pieces that go into lecturer Promotion Packets **as of AY 24-25** are:
  - **Section 2: Summary of Workload**
  - **Section 2a: Work Context Statement**
  - **Section 3: Promotion criteria** (College and unit, as available)
  - **Section 4: CV** (see Dossier Templates and Guide for Career-Track Faculty on UA Faculty Affairs website.)
  - **Section 5: Candidate Statement** that reviews the candidate's accomplishments and effectiveness in the position (typically focused on teaching and service), 3-5 single-spaced pages, no smaller than 11-point font.
  - **Section 6: Teaching Portfolio and Resources**
  - **Additional materials** such as supporting letters from collaborators and a service portfolio to document leadership of curricular or outreach initiatives may also be included if requested by candidates.
2. These materials constitute the **Promotion Dossier**, which is reviewed by the rank-eligible promotion review committee, composed as determined by each unit. The committee writes their recommendation letter, to include a vote count for/against promotion, and uploads the document to *Faculty Portfolio/RPT*. This recommendation is not visible to the candidate and is to remain confidential.
3. The Promotion Dossier and committee recommendation then go to the unit head or director, who adds a letter with their own independent recommendation. This recommendation should include an affirmation of continued need for the position. The head or director must also include a draft offer letter along with the recommendation. This recommendation is not visible to the candidate and is to remain confidential.
4. The dossier now with the committee and head or director recommendation and the draft offer letter, moves through *RPT* system to the Dean's Office. The final decision on promotion rests with the dean.
5. The dean will provide a decision in writing to the candidate by the end of the Spring semester, outlining the promotion and any attendant salary increase, as applicable.

## COLLEGE OF SBS CRITERIA FOR PROMOTION

**TEACHING:** Candidates must present evidence of successful teaching appropriate to the unit's mission, including lower division, upper division, and graduate courses (where appropriate) for units involved at these levels. In meeting the standard of excellence in teaching, consideration should be given to a possible trajectory in teaching quality. That is, most faculty show marked improvement during their first years as they gain experience and support. The required evaluation of teaching for promotion must have two major components, two peer review evaluations from the previous semester/academic year and student surveys.

- Teaching Observations: Academic units must make provisions for peer review for faculty being considered for promotion, including at least two course observations for CT faculty. The university required forms for in-person and online observations are in [Section 9](#) in the templates for the promotion dossier.
- Student Course Surveys (SCS): Faculty should use the university SCS forms for student feedback. The University recognizes that student evaluations may be impacted by numerous factors including the type of course and other distinctive aspects of the course offering. Student evaluations can provide useful supplementary information on teaching effectiveness, but assessments of teaching effectiveness should primarily be based on classroom observations, reviews of teaching portfolios, and available evidence of students' learning and success.

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

- a. organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter;
- b. bringing to the classroom, and other learning environments, the latest discoveries, techniques and pedagogical approaches;
- c. engaging students, according to their capacities, in the current discourse and debates within a field;
- d. enabling students to articulate issues and solve problems on their own;
- e. being available outside the classroom for further instruction and advice;
- f. when appropriate, successfully direct graduate, professional, and post-doctoral students;
- g. when appropriate, advise and mentor students at all levels;
- h. when appropriate, supervising undergraduate research, honors work, independent studies.

***For promotion to the highest rank (Principal Lecturer, full Professor of Practice, etc.):*** Candidates should have attained a leadership role in developing unit curricula, providing evaluation of the teaching effectiveness of other faculty, and contributing to more effective unit teaching approaches.

**SERVICE/OUTREACH:** Service includes: service on school/departmental (or unit), College, and University committees; service to professional associations and on public committees where faculty disciplinary knowledge is required. Outreach and Scholarship of Engagement are forms of scholarship that cut across teaching and research/creative activity. They involve delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University and unit missions.

**Excellence in service/outreach activities may include, but is not limited to:**

- a. serving on campus committees and teams;
- b. actively participating in faculty governance at unit, College, or University levels;
- c. participating in activities of professional societies or organizations in one's discipline;
- d. presenting community lectures, workshops, trainings, or performances; bringing pedagogical innovations and knowledge outside the classroom, to communities and partners through engaged public scholarship;
- e. applying one's expertise to address local, regional, national, or global issues;
- f. providing non-credit courses, extension programs, or short courses to governmental agencies, professional organizations, and community members;
- g. participating in peer review activities;
- h. working with local schools, agencies, commissions, and other public venues.

***For promotion to the highest rank (Principal Lecturer, full Professor of Practice, etc.) additional activities may include:*** leadership in faculty governance, helping to establish academic unit and College goals, objectives and performance standards, and mentoring of junior faculty; leadership in professional associations, on professional review panels; working with governmental and non-profit agencies that involve one's area of expertise; and contributions to the scholarship of teaching, including leadership on curricular revisions, interdisciplinary initiatives related to the faculty member's duties, and innovations in teaching that draw on research on active learning, assessment, and new learning platforms and media.

**RESEARCH/CREATIVE ACTIVITY (as appropriate):** While the scholarship of teaching and the scholarship of engagement are integral to the work of many instructors, most CT faculty members are hired primarily to teach, though some may have a research component in their FTE. In other cases, contributions beyond responsibilities of the workload plan/expected distribution of effort may be considered in promotion decisions.

**In either case, excellence in research may include, but is not limited to:**

- a. a program of scholarly research and publication or creative contributions;
- b. the receipt and sustained renewal of grants, contracts, awards, and fellowships, where appropriate;
- c. high quality as judged by independent peers both inside and outside the University; and
- d. the responsibility demonstrated and recognition achieved through appointment to important professional positions.

## APPENDIX A: Career Track positions in SBS

Typical faculty workload distributions in the College are as follows on the following tracks:

- **Professors of Practice (PoP)**

*Ranks:* Assistant/Associate/full

PoPs are distinguished professionals who can bring academic training or professional experience to the classroom. The primary responsibility of PoPs is teaching undergraduate courses. Work distribution tends to be 60-80% Teaching (3-4 courses per semester) and 20-40% Service, depending on the unit needs. Some PoPs have a research component to their appointment (up to 20%).

*Appointment lengths:* between 1 semester and 3 years.

- **Research Professors**

*Ranks:* Assistant/Associate/full

Research Professors oversee a significant area of research, and have distinguished themselves by expertise, achievements, and reputation. Their workload distribution ranges from 30-100% Research, 0-25% Teaching, to 10-20% Service.

*Appointment lengths:* between 1 semester and 3 years.

- **Lecturers**

*Ranks:* Lecturer, Senior Lecturer, Principal Lecturer

The primary responsibility of Lecturers is teaching undergraduate courses and perform a limited amount of service. Work distributions are generally 80-100% (24-30 course credits per academic year). Teaching, 0-20% Service.

*Appointment lengths:* between 1 semester and 3 years.

- **Instructors**

The primary responsibility of Instructors is teaching undergraduate courses. The appointment is generally 100% Teaching (30 course units per academic year).

*Appointment lengths:* between 1 semester and a year.