



Policy title: PROMOTION FOR CAREER TRACK FACULTY

Effective: 2018-2019, updated Summer 2021

Procedures current as of Fall 2021

PRINCIPLES

1. 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 Social and Behavioral Sciences (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 Career Track positions.
2. The Arizona Board of Regents (ABOR) and the University of Arizona's Office of the Provost have distinguished Career Track faculty titles by professional histories, areas of expertise, and intended service to the university. The conditions under which different categories of full-time Career Track faculty can be hired, renewed, or promoted have also been stipulated. ***Career Track position titles and position descriptions are in Appendix A.***
3. 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 Career Track faculty are hired primarily for teaching (except "Research Professor"). Career Track faculty workload allocations in teaching are normally 60% - 80% (which is typically 3-4 courses per semester). In all cases, the College expectation for Career Track faculty (except "Research Professor") is that teaching represent the bulk of the workload allocation. In all cases, FTE and workload must be calculated at .10FTE per 3-unit course, unless specifically agreed upon in advance with the Dean's office.
4. 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 several 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 taken into account 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.



5. Criteria for promotion must be as transparent as possible.
 - a. Each unit employing one or more Career Track 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 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.
 - b. These criteria must take account of the changing nature of pedagogy, including interdisciplinary/transdisciplinary work and the possibilities of electronic publication, public engagement, and course development. Integrative and applied forms of scholarship (translational research, community collaborations, innovative and expansive teaching and outreach), should be recognized.
 - c. 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 job description should clearly show the distribution of effort between job duties and teaching responsibilities, service/outreach, and (if applicable) scholarly activities to ensure that evaluation for promotion will be fair and objective.
 - d. Each department head/school director is responsible for providing new faculty upon their hire with department, 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 Career Track appointees, and must be provided to all faculty members prior to additional promotions. Also, department heads or departmental standing advisory committees should meet with CT faculty members at least once a year to review promotion criteria and to answer questions.
 - e. SBS Deadlines should be followed by all faculty members and made available to all faculty members by the unit head.

Note: In SBS, *promotions* occur within rank (Lecturer to Senior Lecturer, Assistant Professor of Practice to Associate Professor of Practice). Changes of faculty category (Instructor to Lecturer, for example, or Lecturer to a Professorial title) are considered *conversions* 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 (say, from a 4/4 teaching load and 20% service to 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).

LOGISTICS

1. Putting together **committees**

Units should constitute a committee in the fall of the year that the promotion review is to occur. Committees should include Career Track faculty but can 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). The committee should be diverse with respect to gender, ethnicity, and intellectual foundations. In the event that 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.



2. 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 work is completed in the Fall semester and candidates are notified of the decision by Spring Break of the following year.

MATERIALS FOR PROMOTION

Career Track Research Professors and Professors of Practice

Per the UA's Office of the Associate Provost for Faculty Affairs, Career Track faculty under consideration for promotion who have a **Professor** title (including Professor of Practice) must complete a dossier identical to that completed by tenure-track faculty, following the same guidelines and instructions.

Letters from Outside Evaluators and Collaborators, however, are not required for Career Track faculty dossiers.

Career Track Lecturers

1. Lecturers seeking promotion must submit material through UAVitae's *Interfolio-RPT* system. Lecturers submit only some of the dossier sections required for promotion for Professor titles, available at facultyaffairs.arizona.edu. The pieces that go into lecturer Promotion Packets **as of Fall 2021** are:
 - a. **Section 2:** Workload and Section 2a: **Pandemic Impact Statement**
 - b. **Section 3:** Promotion criteria (College and unit, as available)
 - c. **Section 4:** An **updated CV**. *Note: SBS does NOT require that the CV conform to the UA template for professorial titles. Any format is acceptable.*
 - d. **Section 5:** A **personal statement** that reviews the candidate's accomplishments and effectiveness in the position (typically focused on teaching and service), no longer than 3 single-spaced pages, no smaller than 11pt font
 - e. **Section 6:** Teaching portfolio
 - f. 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. This **Promotion Packet** is reviewed by a rank-eligible promotion review committee, composed as determined by each unit. The committee writes their recommendation, to include a vote count for/against promotion, and uploads to UAVitae's *Interfolio-RPT*. This recommendation is not visible to the candidate and is to remain confidential.
3. The Promotion Packet and committee recommendation then go to the unit head or director, who adds a letter with their own 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 Packet, now with the committee and head or director recommendation and the draft offer letter, moves through UAVitae's *Interfolio-RPT* system to the Dean's office. The final decision on promotion rests with the Dean.



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, peer review and student surveys.

- Peer Review: Academic units must make provisions for peer review for faculty being considered for promotion, including at least one course observation. Materials for this observation are available through the Office of Instruction and Assessment, which has developed a variety of tools to guide UA faculty conducting a peer review of teaching, in including in face-to-face and online courses. See <http://teachingprotocol.oia.arizona.edu/>.
- Student Surveys: CT faculty should use the university Teacher-Course Evaluation forms for the student surveys. The University recognizes that student evaluations may be impacted by factors such as faculty members' ethnicity, gender, or sexual identity as well as by the type of course and other distinctive aspects of an individual 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 directing graduate, professional, and post-doctoral students;
- g. when appropriate, advising and mentoring students at all levels;
- h. when appropriate, supervising undergraduate research, honors work, independent studies;
- i. **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 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:

- i. leadership in faculty governance, helping establishing academic unit and college goals, objectives and performance standards, and mentoring of junior faculty;
- j. leadership in professional associations, on professional review panels;
- k. working with governmental and non-profit agencies that involve one's area of expertise; and
- l. 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 in excess of responsibilities per 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 and recognition achieved by being named to important professional positions.



APPENDIX A: Career Track positions within SBS, and brief description of each

- Instructor: The primary responsibility of Instructors is teaching undergraduate courses.
Appointment lengths: 1 semester or 1 year.
- Lecturer (also Senior Lecturer and Principal Lecturer): The primary responsibility of Lecturers is teaching undergraduate courses; a moderate (no more than 20%) service effort is also acceptable.
Appointment lengths: between 1 semester and 3 years.
- Professors of Practice (PoP) (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. The minimum teaching expectation is 3/3 (60%); up to 40% service effort can be considered if the service elevates the student experience. Depending on the needs of the unit, PoPs may have up to 20% research in their workload and/or some FTE for administration of specific programs, though these must be approved in advanced by the SBS Dean's office.
Appointment lengths: between 1 semester and 3 years.
- Research Professors (Assistant/Associate/full) oversee a significant area of research, and have distinguished themselves by expertise, achievements, and reputation.
Appointment lengths: between 1 semester and 3 years.