

# CREATING CRITERIA TO SUPPORT CAREER-TRACK FACULTY

As campus units create or revise their criteria to support career-track faculty, here are some specific issues worth considering:

1. What are the criteria for appointment to a career-track position?
2. What are the criteria and process for annual reviews of career-track faculty?
3. What are the criteria and process for promotions of career-track faculty?

This guide was designed to promote conversation about these and other best practices for supporting our career-track faculty.

## CRITERIA FOR APPOINTMENT

As units consider how best to support their career-track faculty, they should begin by determining what are the criteria for appointment to a career-track faculty position. This might include discussion of the following questions:

- Which specific titles does the unit use (e.g., lecturer, senior lecturer, professor of practice), and how is each title defined?
- What qualifications are required for appointment to each title?
- Are *adjunct* and *visiting* titles limited to part-time and short-term appointments, as UHAP requires?
- What are the workload expectations for each title, in general?

This guide provides an example of text on each point from a college's existing policy. These examples are meant to be illustrations rather than templates. The following example of **criteria for appointment** comes from the College of Agriculture & Life Sciences:

The title **Professor of Practice** describes a non-tenure-eligible instructional faculty member who has established himself or herself by expertise, achievements, and reputation over a sustained period of time to be a distinguished professional in an area of practice or academic discipline in CALS. The primary responsibilities of this position are in the broad area of instruction including the teaching of undergraduate and/or graduate courses, advising, assessment, teacher training, mentoring, funding acquisition, and committee service as appropriate to the promotion of the scholarship of teaching and the educational mission of the unit. Professors of Practice are appointed within a CALS unit, have all the college privileges and responsibilities of faculty members in the unit, and are evaluated



annually and for promotion in a similar manner as other faculty members in the unit. Professors of Practice may be appointed for a period of more than one academic or fiscal year, but not more than three academic or fiscal years, as set forth in Arizona Board of Regents (ABOR) Policy 6-201(C). Such appointments may be renewed for subsequent periods. Professor of Practice faculty members are appointed at 0.5 full-time equivalent (FTE) or higher and are eligible for all benefits available to similarly appointed employees at the University. Professor of Practice faculty shall have all the rights, remedies, obligations, and duties of other non-tenure-track faculty members, except as specifically limited by either ABOR policy or the *University Handbook for Appointed Personnel*.

### **Initial Appointment**

Initial appointment of Professors of Practice, whether at the rank of Assistant, Associate, or Full, is made by the unit head and dean. New Professors of Practice are typically appointed for one year. Renewal of such appointments is at the discretion of the unit head and dean, as discussed below. Renewal of the appointment will be based upon the availability of funds and upon annual performance reviews by the unit head in consultation with the dean. Professor of Practice faculty must demonstrate a high level of success in the scholarship of teaching, broadly defined. Specific qualifications and potential kinds of evidence for Professor of Practice faculty within each rank follow.

### **Appointment/Promotion to Assistant Professor of Practice**

Appointment at, or promotion to, the level of Assistant Professor of Practice is based chiefly on promise as an educator and on the unit's desire to support colleagues who contribute substantially to the educational goals of the unit. Appointment at this rank requires an advanced degree in the field of instruction, or commensurate field or industry experience and expertise. Appointment at this rank typically requires two or more years of teaching experience within the discipline. The individual must provide documentation of teaching accomplishments, active participation in academic affairs (e.g. advising, administration), and demonstrate



an appropriate degree of disciplinary scholarship or scholarship in the areas of teaching and learning within his or her discipline.

Contract Length: Assistant Professors of Practice will receive an appointment for a one-year term, with renewal based on review of performance. An appointment may be renewed an indefinite number of times subject to satisfactory annual performance evaluations.

Assistant Professors of Practice will:

- Consistently deliver courses with (1) rigorous and engaging pedagogical approaches, (2) observable and measurable student learning outcomes, and (3) demonstrable quality in the classroom, defined by (for example) teaching evaluations at or above scores of comparison group means, positive peer review, and/or other measures;
- Develop, investigate, and lead the implementation of new methodologies, instructional technologies and innovative teaching strategies that promote a learner-centered instructional environment;
- Provide support within the unit to faculty and instructors wishing to implement these instructional approaches in their classes;
- Serve as voting members of the faculty in their units and serve on unit committees, including curriculum committees;
- Improve the unit's assessment of teaching and learning at all levels through research, leadership of curricular innovations, and the development of shared resources;
- Participate in other roles as needed by their unit to enhance student learning, including student advising, student recruiting, supervising GTAs/Preceptors, and leadership in fostering student engagement in outreach, internships, and research.

In addition, Assistant Professors of Practice may:



- Provide professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the unit and across the University or discipline;
- Participate in funded programs that extend the unit's, University's and discipline's knowledge or capabilities regarding the teaching and learning in their content areas;
- Advise student research and serve as members of Ph.D., M.S., or undergraduate research committees, as permitted by the Graduate College;
- Serve as PIs or co-PIs for externally funded programs that extend the unit's, University's and discipline's knowledge or capabilities in their content area or regarding teaching and learning in their discipline.



## CRITERIA AND PROCESS FOR ANNUAL REVIEWS

Part of supporting career-track faculty is establishing clear criteria for evaluating performance in the annual review. This might include discussion of the following questions:

- What are the benchmarks for satisfactory and/or outstanding performance for each title and rank?
- How are those benchmarks best measured or demonstrated?

The following example of **criteria for annual review** comes from the College of Medicine-Tucson:

### Teaching Activities

#### Teaching activities include:

Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in formal courses for medical and graduate students.

Directing formal courses for medical and graduate students.

Supervision of graduate student and postdoctoral research programs.

Teaching and supervising sabbatical faculty

Mentoring of junior faculty and peers.

Clinical teaching of medical students and residents or fellows.

Participation in continuing medical education programs.

Development of teaching materials, in print or electronic media.

Development of courses and curricula.



Education for the public at large.

Education of graduate students.

**Excellent**

- Favorable evaluations by students or residents, as part of a systematic evaluation program.
- Favorable evaluations by peers, as part of a systematic evaluation program.
- Favorable evaluations of courses and curricula, as part of a systematic evaluation program.
- Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member.
- Educational presentations or workshops at meetings of national/international professional societies.
- Favorable evaluation by faculty mentored by the candidate.

**Outstanding**

- Outstanding evaluations by students or residents, as part of a systematic evaluation program.
- Outstanding evaluations by peers, as part of a systematic evaluation program.
- Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.
- Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member.
- Leadership role in educational activities of national/international professional societies.
- Teaching awards from students or peers.
- Publication of teaching materials in peer-reviewed repositories.
- National/international use of teaching materials.
- Visiting professorships.



It is useful to think not only about the criteria for annual review but also about the annual review process. This might include discussion of the following questions:

- How will annual reviews be conducted, and by whom?
- What materials will faculty be required to submit for their annual review?
- What is the annual review timeline?
- How will faculty be notified of their evaluation?

The following example of the **process for annual review** comes from the College of Humanities:

#### **Annual Review of NTE Faculty**

Each NTE faculty must complete an annual review packet that reflects his or her teaching, scholarship, and/or service. The unit head or director will provide annual reviews to the NTE faculty that include a letter of evaluation and a statement of progress toward renewal of the contract and promotion. As specified in the position descriptions, the contributions of NTE faculty will be assessed using the criteria specified above for teaching and supervision, scholarly activity, and service, outreach, and administration.





## CRITERIA AND PROCESS FOR PROMOTION

A critical part of supporting career-track faculty is making clear the qualifications for promotion to higher ranks, if applicable. This might include discussion of the following questions:

- What are the benchmarks for promotion to a higher rank?
- How are those benchmarks best measured or demonstrated?
- Do promotions to a higher rank reflect an expansion in duties?

The following example of **criteria for promotion** comes from the College of Science:

### **Promotion to Full Professor of Practice**

In addition to the requirements for appointment as Associate Professors of Practice, appointment at, or promotion to, Full Professors of Practice should signify that individuals are established figures in their fields, and recognized nationally and/or internationally for their educational accomplishments as documented by their CYs, by internal letters, and may include extramural letters. Promotion to Full Professor of Practice may occur at any time, but normally, Associate Professors of Practice will be reviewed for retention in rank every six years. During the fifth year, the Associate Professor of Practice must be informed by the department head that he or she has the right to be reviewed for retention in rank or for promotion to Full Professor of Practice. A review will be conducted unless the faculty member declines in writing. Teaching contributions should be of the highest quality and clearly documented. Individuals should, furthermore, show evidence of significant contributions to the strength, reputation, educational mission, or leadership of the department. Examples of scholarship include teaching awards, development of courses and instructional materials, presentation of faculty



development programs, and research publications within their discipline or on matters of teaching and learning within the discipline.

**Contract Length:** Full Professors of Practice will receive an appointment for a three-year term, subject to approval by the Provost, with renewal based on review of performance.

Full Professors of Practice will:

- Demonstrate leadership within their departments regarding the development and implementation of innovative teaching and learning strategies;
- Serve as mentors to others in the department or the University for teaching excellence;
- Have established funded programs (as PI or Co-I) that extend the department's, University's and discipline's knowledge or capabilities regarding their content area or the teaching and learning of their content area;
- Have established themselves as leaders in the educational community of their disciplines by presenting at meetings, participating in national committees, publishing peer-reviewed research, or leading professional development workshops;
- Develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University or discipline;
- Serve as voting members of the faculty in their departments and may serve on departmental committees based on their interests and strengths.



Career-track faculty find it helpful to know not only about the criteria for seeking promotion, but also about the process for doing so. This might include discussion of the following questions:

- When can a faculty member seek promotion?
- What is the process of seeking evaluations or recommendations pertinent to promotion?
- What materials should career-track faculty submit, and to whom, to be considered for promotion?

The following example of the **process for promotion** comes from the Honors College:

### **NTE Promotions Policy**

#### **a. Annual Evaluations**

Annual post-evaluation discussions with the Associate Dean (acting as Department Head) should include discussion of faculty members' progress toward promotion, however, annual evaluations and ratings will not be included in promotions decisions.

#### **b. Promotion Clock**

There will be no promotion clock, per se. Members of the Honors Interdisciplinary Faculty may choose to stay in rank and may continue to gain three-year appointments if they are performing their teaching and service duties satisfactorily (earning an overall rating of "3" or better). An Assistant Professor, NTE, may put herself forward for promotion after four years in rank. An Associate Professor, NTE, may put herself forward for promotion to Professor, NTE, after six years in rank.



### **c. Standing Advisory Committee on Faculty Status**

Dossiers for the promotion of NTE faculty will first be reviewed by the College's Standing Advisory Committee on Faculty Status. This committee will be comprised of the Honors College P&E Committee with the addition of two (2) faculty members from other units who hold a rank superior to the rank of the faculty being considered for promotion (UHAP 3.3.03a). The Associate Dean (acting as Department Head) will identify and appoint these two faculty members to the committee.

In the case that a candidate for promotion is a member of the P&E Committee, the candidate will recuse herself from serving on the Standing Advisory Committee on Faculty Status during the review process of her dossier. The candidate will be replaced on the Committee by another member of the Honors Interdisciplinary Faculty, and that faculty member will be senior to the candidate whenever possible.

### **d. Levels of Review**

Dossiers for the promotion of NTE faculty will be reviewed as follows:

1. by the Standing Advisory Committee on Faculty Status
2. by the Associate Dean (acting as Department Head)
3. by the Dean of the Honors College
4. By the Provost

\* NTE dossiers are not reviewed by the University Standing Advisory Committee on Faculty Status

### **e. Promotion Schedule**

Consideration for NTE promotion is a ten-month process. If an Assistant or Associate Professor wishes to be considered for promotion, she must notify the



Associate Dean (acting as Department Head) in writing by July 1st of the year prior to her eligibility for promotion (or in any subsequent year).

- By September 14 – the candidate must complete the promotion dossier and deliver it to the Associate Dean.
- September 15 to October 31 – The Standing Advisory Committee on Faculty Status will review the dossier and write a letter that will advance with the dossier.
- November 1 to November 30 – The Associate Dean (acting as Department Head) will review the dossier and write a letter that will advance with the dossier.
- December 1 to January 14 – The Dean of the College will review the dossier and write a letter that will advance with the dossier.
- January 15 – Dossiers due in the Office of the Provost
- April 30 – Provost’s letter of decision sent to candidates

#### **f. Appeals**

The Provost decides if a NTE faculty member is promoted. Faculty who are denied promotion are, upon request, entitled to a statement for the reasons for that action. (UHAP 3.3.02d) and may have access to his or her dossier at a time and place designated by the Office of the Provost. (UHAP 3.3.02e) However, the Provost's decision on the promotion of a nontenure-eligible faculty member is not subject to further review or appeal. (UHAP3.3.03c)

#### **g. NTE Promotion Dossiers**

Dossiers for the promotion of NTE faculty will be prepared following the University’s guidelines and instructions for the promotion of tenure-track faculty except that sections 9 (Membership in Graduate Interdisciplinary Programs) and 10 (Letters from Outside Evaluators and Collaborators) are not required for NTE faculty dossiers.



To clarify the weight that should be given to various sections of the dossier, reviewers are provided the FTE and workload blocks of each candidate and are made aware that Honors NTE faculty are hired for and evaluated on their teaching and service contributions. Contributions in excess of the assigned teaching and service responsibilities for each candidate may be considered.

Dossiers will include nine (9) sections: Summary Data Sheet, Summary of Candidate's Workload Assignment, College Promotion Criteria, Curriculum Vitae, Candidate Statement, Teaching Portfolio, Evaluation of Teaching and Advising, Service and Outreach Portfolio, and Recommendations for Promotion.



## NEED HELP?

The Office of the Vice Provost for Faculty Affairs is available to assist colleges and departments with the development or revision of their criteria to support career-track faculty. Please feel free to contact:

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