

**POLICY ON PROFESSOR OF PRACTICE POSITIONS
COLLEGE OF EDUCATION
UNIVERSITY OF ARIZONA**

The title *Professor of Practice* describes a career-track faculty member who has established themselves by expertise, achievements, and reputation over a sustained period of time to be a distinguished professional in an area of practice or discipline but who may not have substantial academic experience. The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduate and graduate students in a manner that advances the educational mission of the university in a significant or substantial way. Ordinarily these positions are reserved for faculty whose responsibility consists of instruction or supervision of professional practice activities within the college. 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. Professors of Practice faculty members are usually appointed at 0.5 full-time equivalent (FTE) or higher and are eligible for all benefits available to similarly appointed employees at the university. Typical workload for a professor of practice is 80% teaching and 20% service. Alternative workload distributions may be negotiated. Workload will be determined upon hire with respective department head and reviewed annually. Career-track faculty are not tenure-eligible. The employment of professors of practice is governed by the [ABOR Policy Manual](#) 6-201(C)(15), as well as the *University Handbook for Appointed Personnel (UHAP)*, <http://policy.arizona.edu/university-handbook-appointed-personnel>. Professors of Practice faculty shall have all rights, remedies, obligations, and duties of other career-track faculty members, except as specifically limited by either ABOR Policy or *UHAP*.

***UHAP* §3.3.03.G. Assistant Professors of Practice**

Appointment or promotion to assistant professor on the career track will require evidence of promise, adequate training, depth of knowledge in a particular specialty, and capacity to undertake high-quality teaching, research, and service. Promotion to the associate rank is possible after a minimum of three years of service in the assistant rank.

Assistant professors of practice in the College of Education may go up for promotion after 3 full years (during the 4th year of service in rank) if the criteria for associate professor have been met (see criteria below). Assistant professors of practice can stay in the appointed rank until they choose to seek promotion.

***UHAP* §3.3.03.H. Associate Professors of Practice**

Appointment or promotion to associate professor on the career track will require evidence of an established and productive career in addition to the qualifications required of the assistant rank. Such an individual will be known at the state, regional, or national level for the individual's particular expertise, and will contribute to the departmental program in a significant fashion. Annual reappointments may be made an indefinite number of times, subject to satisfactory performance evaluations. Career-track associate professors may go up for promotion to the rank of professor at any time.

UHAP §3.3.03.I. Professors of Practice

Appointment or promotion to professor on the career track will require outstanding qualifications regarding expertise and experience in addition to the qualifications required of an associate professor. Such an individual must have achieved national recognition through peer organizations and will bring distinction to the department. Career-track professors may be reappointed annually provided they continue to meet the criteria for the rank and perform satisfactorily as determined by annual performance evaluations.

In addition to the university guidelines as outlined above, the following college guidelines apply. Initial appointment of professors of practice, whether at the rank of assistant, associate, or full, are considered for qualification and appointed by the department head and dean.

Professors of practice are typically appointed for one-year terms, under the provisions of *UHAP §3.1.02.A*. Renewal of such appointments is at the discretion of the department head and the dean. Renewal of the appointment will be based upon the availability of funds and upon annual performance reviews by the department head in consultation with the dean. Performance reviews are due annually, and in the case of non-renewal, 90-day notice must be given in accordance with *UHAP §3.4.03.A*. Each career-track faculty member's performance will be evaluated in writing on a scheduled basis at least once every 12 months. The annual performance review will evaluate the faculty member's performance in the faculty member's department or unit consistent with that unit's responsibilities and University and ABOR policies. Every annual review of teaching will consist of peer and student input, including student evaluations of faculty classroom performance in all classes, and other expressions of teaching performance. A career-track faculty member, whether at the rank of assistant, associate, or full, should be assigned a teaching load that is greater than that typically assigned to tenure-track faculty in the unit. Other responsibilities, assigned at the discretion of the department or college, could include service and/or professional development and/or minimal requirements to meet academic qualification for accreditation in a particular area. Career-track faculty must demonstrate a high level of success in academic or professional instruction/supervision. Specific qualifications for professors of practice faculty within each rank follow.

Qualifications for Appointment By Rank

Assistant Professor of Practice

- Terminal degree required. Those hired prior to 2023, may have a Master's Degree in a field related to assigned responsibilities and possession of a specific and relevant skills, including practical and/or teaching experience.
- Demonstrated success in academic or professional instruction as evidenced by student evaluations, teaching portfolio, peer review of teaching, and student outcomes.
- Potential to contribute to the advancement of curriculum development, program development, teaching strategies, local outreach work, and/or professional presentations on teaching and learning.

Associate Professor of Practice

- Terminal degree required. Those hired prior to 2023, may have a Master's Degree in a field related to assigned responsibilities and possession of a specific and relevant skills, including practical and/or teaching experience.
- Contributions to advancing learning in the field as evidenced by curriculum development, program development, teaching strategies, local outreach work, and/or professional presentations on teaching and learning.
- Demonstrated excellence in academic or professional instruction, evidenced by student evaluations, teaching portfolios, peer review of teaching, and student outcomes.
- Evidence of leadership in instructional activity that has had significant impact on the department, college, or university.
- Minimum expectation is for state, regional, or national level visibility for candidate's instructional activities and/or practice, such as:
 - Presenting at a professional meeting, conference, or organization
 - leadership and/or service in professional organizations,
 - instructional methods and/or materials disseminated throughout the state, regional, or national level
 - programs adopted by state, regional, or national organizations,
 - outreach work conducted in a state, regional or national capacity, or
 - grant funding for instructional activities/innovation.

Full Professor of Practice

- Terminal degree required. Those hired prior to 2023, may have a Master's Degree in a field related to assigned responsibilities and possession of a specific and relevant skills, including practical and/or teaching experience.
- Contributions to advancing learning in the field as evidenced by curriculum development, program development, teaching strategies, local outreach work, and/or professional presentations on teaching and learning.
- Demonstrated excellence in academic or professional instruction, evidenced by student evaluations, teaching portfolios, peer review of teaching, and student outcomes.
- Very high-performance standard.
- Minimum expectation is for national and/or international level visibility for candidate's instructional activities and/or practice, such as:
 - presenting at a professional meeting, conference, or organization
 - leadership and/or service in professional organizations,
 - instructional methods and/or materials disseminated nationally and/or internationally,
 - programs adopted by national and/or international organizations,
 - outreach work conducted in a national and/or international capacity, or
 - grant funding for instructional activities/innovation.

Promotion Process

The College of Education requires that candidates for promotion submit a promotion dossier/portfolio that utilizes appropriate dossier templates and documentation required by the [Vice Provost for Faculty Affairs](#). Letters of recommendation from 3-5 collaborators are required. In the College of Education, evaluations from external reviewers are not required. Promotion reviews are conducted by departmental committees, department heads, the College Faculty Personnel and Salary Committee, the Dean of the College of Education, and the Vice Provost for Faculty Affairs.

The standard promotion salary increase is a 10% increase to their base salary.

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 Professor of Practice

TEACHING

Candidates must present evidence of successful teaching appropriate to the department's mission. The required evaluation of teaching for promotion must have two major components, peer review and student feedback. Refer to the Criteria for Promotion by Rank for additional information.

Peer Review: Include at least one course observation using the [UCATT Peer Review of Teaching Observation forms](#). There are two forms: in-person course or online course.

1. For majority in-person teaching, please use this [Classroom Observation Tool](#).
2. For majority on-line teaching, please use the [Online Course Review Tool](#).

Student Feedback on Teaching: Faculty should use the university Student Course Surveys to focus their efforts for teaching improvements.

Additional items may include:

- Effective advising, mentoring, and student-support activities.

SERVICE/OUTREACH

Refer to the Criteria for Promotion by Rank for additional information.

Additional items may include:

- Participation in committee and collaborative governance within the program, department, college, and/or university.

RESEARCH/CREATIVE ACTIVITY (IF ASSIGNED)

Refer to the Criteria for Promotion by Rank for additional information.

Additional items may include:

- Reviewer for grants, competitions, awards, and publications within the program, institution, and profession.

Criteria for Promotion to Full Professor of Practice

TEACHING

Candidates must present evidence of successful teaching appropriate to the department's mission. The required evaluation of teaching for promotion must have two major components, peer review and student feedback. Refer to the Criteria for Promotion by Rank for additional information.

Peer Review: Include at least one course observation using the [UCATT Peer Review of Teaching Observation forms](#). There are two forms: in-person course or online course.

1. For majority in-person teaching, please use this [Classroom Observation Tool](#).
2. For majority on-line teaching, please use the [Online Course Review Tool](#).

Student Feedback on Teaching: Faculty should use the university Student Course Surveys to focus their efforts for teaching improvements.

Additional items may include:

- Effective advising, mentoring, and student-support activities,
- Recognition such as awards that demonstrate outstanding teaching effectiveness and innovations in course designs,
- Leadership of curricular reforms and innovations in instruction that significantly contribute to student recruitment, retention, and graduation.

SERVICE/OUTREACH

Refer to the Criteria for Promotion by Rank for additional information.

Additional items may include:

- Participation in committee and collaborative governance within the program, department, college, and/or university,
- Leadership of outreach programs and/or interdisciplinary initiatives.

RESEARCH/CREATIVE ACTIVITY (IF ASSIGNED)

Refer to the Criteria for Promotion by Rank for additional information.

Additional items may include:

- Leadership with evaluating and collaborating on grants, competitions, awards, and publications within the program, institution, and profession,
- Publications, grants, reports, presentations, and other contributions to the scholarship of teaching.

**CRITERIA FOR PROMOTION BY RANK
PROFESSOR OF PRACTICE FACULTY
COLLEGE OF EDUCATION**

	Associate Professor of Practice*	Professor of Practice**
<p>Teaching</p> <p>% Assigned</p> <p>_____</p>	<p>All members of the professorial faculty are responsible for participating with distinction in classroom teaching. Quality instruction is expected from all members of the College of Education faculty at all levels. Indicators of outstanding teaching include systematic student evaluations, peer and administrative evaluations, evidence of mentoring and advising, student supervision (practica, internships, student teaching), participation with theses and dissertations, instructional innovation, course and curriculum development, load (course, advising, student committees), teaching honors and awards, and/or evidence of student success. Administrative activities that are related to student support, leadership, and academic programs may also be reported in this category. Examples include program development and coordination, creation of program materials, seeking funds, managing budgets, evaluating instructional programs, coordinating program reviews, maintaining program data, appointing instructional staff, and coordinating admissions and completion procedures.</p>	<p>Criteria are identical to those for promotion to associate professor; however, quality, significance, and impact are more rigorously evaluated. In addition, the following are considered most important: mentoring and collaboration with undergraduate and graduate students and teachers in the field and mentoring of other professionals throughout the academic community.</p>
<p>Research, Scholarly/ Creative Activity</p> <p>% Assigned</p> <p>_____</p>	<p>The key is to advance knowledge in the field and engage in inquiry that enhances our understanding of learning and educational systems and thereby provides a foundation for the improvement of education. Evidence of originality, significance, methodological soundness, scholarly work embedded in a coherently related and sustained line of inquiry, and scholarly recognition may include books; monographs; chapters in books and monographs; refereed articles; nonrefereed articles; other publications such as bulletins, technical and research reports, editorials, abstracts, and book reviews; invited or peer-reviewed professional presentations (colloquia, seminars, symposia, and conferences); honors and awards for scholarship; documentation of research in progress; or research grants or contracts received.</p>	<p>Criteria are identical to those for promotion to associate professor. In addition, candidates may show how national and/or international scholars or practitioners have used their work and the extent of the impact this work has had on the field. The candidate has produced or published materials that demonstrate quality, significance, and impact.</p>
<p>Service/ Outreach</p> <p>% Assigned</p> <p>_____</p>	<p>Faculty must be involved in service both within and outside the University. Evidence includes contributions to the University, the local community, and the general profession, e.g., administrative offices held or services performed; chairmanship or membership on program, department, college, and university committees; participation in special university programs such as student recruitment/retention or advisor to student organization; workshops, service-related presentations, service on local boards, seminars, colloquia; elected offices, committee assignments, proposal reviewer, program chair, discussant at professional meetings, invited addresses; journal editor or membership on editorial board; service on special panels, task forces, teams, or commissions; consultation services; honors and awards for service.</p>	<p>Criteria are identical to those for promotion to associate professor; however, quality, significance, and impact are more rigorously evaluated. In addition, criteria include national and/or international activity in professional organizations and consultancies and a strong and visible presence within and outside the University.</p>

Note: * Recognition at the state, regional, or national level is required in at least one area (Teaching, Research, or Service) for promotion to Associate Professor rank.

**Recognition at the national and/or international level is required in at least one area (Teaching, Research, or Service) for promotion to Professor rank.

Faculty being evaluated supply a range of qualitative and quantitative data to serve as indicators of performance; however, those responsible for evaluation have full responsibility for interpretation. The criteria listed above identify major sources of evidence for assessment; promotion and/or tenure are not dependent upon meeting each criterion. Peer and administrative evaluation emphasize the quality, significance, and impact of each faculty member's work.