

CRITERIA FOR APPOINTMENT AND PROMOTION OF CAREER-TRACK PROFESSORS

University of Arizona Honors College

Statement of Purpose:

The Honors College promotes and supports a culture of collaboratively engaged scholarship with a focus on innovative pedagogy and inclusive mentoring. To that end criteria for appointment and promotion focus on the integration of teaching, research, and service. All candidates for promotion must demonstrate excellence in their student-centered teaching, scholarly and creative productions, and service to the Honors College, University, community, profession, and beyond.

Career-track (CT) teaching professionals are an integral part of the University of Arizona Honors College. The conditions of their appointments are defined by the University Handbook for Appointed Personnel ([UHAP](#)). The present document is intended to be consistent with the UHAP and the Bylaws of the Honors College. In the event of any inconsistency, the UHAP and the Bylaws have the superior authority.

Promotion in rank for the Honors College follows the traditional academic progression, using the titles of Assistant, Associate, and Full Professor. Promotion in rank is awarded based on professional accomplishments in position effectiveness, leadership, and service, as described below. Promotion in rank is not granted lightly or automatically and is based on excellent performance and the promise of continued excellence and professional growth.

Workload and Employment Contracts:

CT teaching faculty focus primarily on instruction, course management, and development, student mentoring ranging from thesis advising to internships and independent studies, as well as service, outreach, and scholarly activity.

The typical workload distribution for CT Honors College Faculty is exemplified as teaching, service, and scholarly activity. The scholarly activity requirement for CT Honors College Faculty will include such work as results in funded grants, publications, creative endeavors, and/or other scholarly products. This baseline distribution may be adjusted by the Associate Dean on a case-by-case basis, based on the individual circumstances and departmental needs, and maybe discussed at annual performance review meetings and modified ad hoc in consultation with the Associate Dean.

Promotions:

Similar to Tenure-track faculty, the performance of CT Honors Faculty is subject to two types of reviews: Annual reviews and Promotion reviews.

Annual performances follow the Career-Track Annual Review guidelines ([UHAP 3.2](#)). Both the annual reviews and promotion reviews ([UHAP 3.3](#)) are based on the criteria and expectations given below.

A CT Honors College Faculty member with the appropriate years of full-time employment in a given rank has an option (not a requirement) to request consideration for promotion to the next academic rank within the CT Honors Faculty. (The same length-of-service test described in the Contracts section applies to split appointments.) Since it is generally expected that promotions are accompanied by salary increases, the Associate Dean may limit the number of promotion cases reviewed in a given year based on budgetary constraints. A CT promotion review is initiated by the request of a qualified candidate to the Associate Dean, who, after initial consideration, refers the case to the CT Faculty Committee.

The Career-Track Faculty Standing Advisory Committee:

The Career-Track Faculty Standing Advisory Committee functions as the college promotion review committee for all cases of Career Track appointment and/or promotion. This committee will be composed of at least three (3) career-track faculty of a rank higher than the candidate. Members of this committee will be appointed by the Associate Dean, one from the in-house Honors College Faculty (if rank permits, and from outside if rank does not permit), one from the greater university faculty (with the aforementioned preference for candidates affiliated with the Honors College and our mission).

In appointing the committee, consideration should be given to candidates' involvement in extra-collegiate engagement in other units. When that involvement is significant, an outside faculty member from those units should be appointed to the committee.

The Career-Track Faculty Standing Advisory Committee reviews the candidate's performance and accomplishments summarized in the promotion dossier and the candidate's UA Vitae profile. Guidelines for dossier preparation adhere to [policies](#) set forth by the Office of the Provost for Faculty Affairs. The Candidate's Statement (Section 5) and the Teaching Portfolio (Section 6) portions of the dossier should include evidence of productive engagement in diverse educational activities in the department (e.g., instructional development and enrichment, honors and awards, and evaluation), involvement in professional development (e.g., scholarly publications, productions, presentations, and grant/scholarships), and documented record of service to the department and university (e.g., committees, college outreach, and service awards).

Expectations for CT Honors College Faculty:

Honors College Faculty are effective educators, whose primary responsibility (typically 60%) is teaching. They contribute in diverse ways to the educational mission of the Honors College. They may supervise undergraduate students as related to their teaching responsibilities. They may serve as Thesis Advisors for Honors College undergraduate students, provided they hold a terminal degree from an accredited institution. They may also serve as leaders/collaborators for intramural or extramural funded educational and scholarship programs to contribute to advance the scholarship of teaching and (inter)disciplinary expression, research, and outreach.

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.

Review Process:

Information on the promotion review process is included in [UHAP chapter 3.2.01 and 3.03.03](#). Career-track professors should submit a dossier using the [dossier templates and documentation](#) 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.

Additional Considerations:

Determining years of service for purposes of eligibility

Candidates for promotion may request credit for years of the 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.

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.

Rank	New Appointments	Criteria for Promotion
Instructor	<ul style="list-style-type: none"> • Holds at least a terminal degree in field, from an accredited institution. • Established record of achievement with recognized expertise as documented in strong letters of recommendation from collaborators and supervisors. 	NA
Assistant Professor	<ul style="list-style-type: none"> • 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. • Holds a terminal degree from an accredited institution. 	<ul style="list-style-type: none"> • Consistently delivers courses with rigorous, engaging, and effective pedagogical approaches • Implements student-centered educational innovations in the areas of curriculum, instruction, or assessment that advance students learning in their courses. • Evidence of promise, adequate training, and depth of knowledge in a particular specialty.
Associate Professor	<ul style="list-style-type: none"> • 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. • Engages in development, implementation, or evaluation of activities that advance the educational mission of the Honors College. • Holds a terminal degree from an accredited institution. 	<ul style="list-style-type: none"> • 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 participation 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.

Full Professor	<ul style="list-style-type: none"> • 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. • Exercises leadership in the development of the College’s academic program and productively contributes to the mission of the Honors College • Holds a terminal degree from an accredited institution. 	<ul style="list-style-type: none"> • 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. • 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, including university committee involvement. • Experience with evidence-based teaching innovations, experience advancing broader curricular reforms, and recognized contributions to the scholarship of teaching
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