**OPTIONAL CRITERIA FOR PROMOTION REVIEWS**

**FOR CAREER-TRACK LECTURER**

Departments and other units are required to have procedures for promotion reviews before making career-track lecturer or professor appointments, as noted in the policies for appointments and promotion reviews of career-track in chapter 3 of the [University Handbook for Appointed Personnel](http://policy.arizona.edu/university-handbook-appointed-personnel) (UHAP). To meet this requirement, units with few career-track faculty may elect to adopt the Optional Criteria for Promotion Reviews of Career-Track Lecturers. These criteria are available on the Career-Track Faculty page of the Vice Provost for Faculty Affairs website: <http://facultyaffairs.arizona.edu/career-track-faculty>

According to the Definitions in UHAP, career-track faculty have Notice of Appointments that incorporate the ABOR Conditions of Faculty Service (ABOR-PM 6-201) who are not eligible for tenure and do not have visiting or adjunct titles. The University of Arizona has three general title series for such faculty: career-track instructors, career-track lecturers, and career-track professors. As noted in UHAP 3.1.02 and 3.3.03.D, career-track instructor appointments are appropriate for faculty whose duties are limited to teaching “in a particular area.” Instructors do not generally have a promotion path except in units that offer extensive noncredit instruction. Lecturers may be promoted to senior and principal lecturer titles following review by a departmental committee and unit head with the approval of the appropriate dean or vice president. Lecturers generally have more limited duties than career-track professors, so a conversion of a lecturer position into a position with a professor title must be “justified by increased responsibilities such as expanded teaching or supervisory duties” as well as outstanding performance, as indicated in annual reviews (UHAP 3.3.03.E).

**CRITERIA FOR PROMOTION BY RANK**

According to [UHAP 3.3.03.b](http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure), 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](http://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship).

**TEACHING**   
Candidates must present evidence of successful teaching appropriate to the unit’s mission, including lower-division, upper-division, and graduate courses (when included in candidates’ workload assignments). In meeting the standard of excellence in teaching, consideration should be given to the candidates’ ongoing efforts to improve their teaching. The required evaluation of teaching for promotion must have two major components, peer review and student feedback.

* **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 Feedback on Teaching**: CT faculty should use the university Teacher-Course Evaluation forms for the student surveys.

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

* + organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter;
  + bringing to the classroom, and other learning environments, the latest discoveries, techniques and pedagogical approaches;
  + engaging students, according to their capacities, in the current discourse and debates within a field;
  + enabling students to articulate issues and solve problems on their own; and
  + being available outside the classroom for further instruction and advice;

**SERVICE/OUTREACH**  
When included in assigned duties, service considered for promotion may include service on program, department, college, and University committees; service to professional associations and on public committees where faculty disciplinary knowledge is required. In assessing such contributions, units should consider best practices in assessing the scholarship of teaching and the scholarship of engagement. These forms of applied scholarship cut across teaching, research, and service and outreach. They involve delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University and unit missions.

***For promotion to the highest rank (Principal Lecturer) additional items under TEACHING may include***

* a leadership role in developing curricula,
* providing evaluation of the teaching effectiveness of other faculty, and
* contributing to more effective unit teaching approaches.

**Excellence in service/outreach activities may include a range of assigned duties if time has been set aside in workload descriptions:**

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

***For promotion to the highest rank (Principal Lecturer) additional activities under SERVICE may include***

* leadership in faculty governance,
* helping establishing academic unit and college goals, objectives and performance standards,
* mentoring of junior faculty,
* leadership in professional associations, on professional review panels, and
* working with governmental and non-profit agencies that involve one’s area of expertise.

**RESEARCH/CREATIVE ACTIVITY**

**When lecturers have r assignments of lecturers, excellence in research may include, but is not limited to**

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

**REVIEW PROCESS**

Information on the promotion review process is included in [UHAP chapter 3.2.03](http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure). Career-track Lecturers should submitadossier/portfolio that utilizes appropriate [dossier templates and documentation](http://facultyaffairs.arizona.edu/promotion-and-tenure#pt) from the Vice Provost for Faculty Affairs.

*For candidates:*

* Cover page with name, dept, date, and “Packet for Promotion to (rank) Lecturer”
* Summary data sheet (from P&T [Dossier Section 1](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_01-summarydatasheet.pdf))
* Summary of Candidate's Workload Assignment (from  [Dossier Section 2](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_02-workloadassignment_0.pdf))
* Personal statement, to include teaching philosophy (from [Dossier Section 5](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_05-candidatestatement_0.pdf))
* Curriculum Vitae
* Teaching portfolio built on [Dossier Section 6](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_06-teachingportfolio.pdf); the Vice Provost for Faculty Affairs has also gathered helpful [Teaching Portfolio Resources](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_06_teachingportfolioresources.pdf)

*For units and evaluators:*

* Units evaluation Lecturers will be expected to use [Dossier Section 7](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_07-teachingevaluation.pdf): Evaluation of Teaching & Advising (which includes tips for [Evaluating Portfolios](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/teachingportfolioeval.pdf))
* Recommendations for Promotion should follow [Dossier Section 11](http://facultyaffairs.arizona.edu/sites/facultyaffairs/files/17-18_11-recommendations.pdf): Recommendations

**ADDITIONAL CONSIDERATIONS**

**Determining years of service for purposes of eligibility**

Candidates for promotion may request credit for years of 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. Promotion will generally be considered after three years of UA service in rank (at ≥ .5 FTE) because the expertise needed for higher ranks requires understanding the UA’s institutional resources, expectations, and mission. Questions about years of service should be directed to the Vice Provost for Faculty Affairs.

**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. Peer reviewers are encouraged to reflect upon the impact of such factors when making their assessments. Reviewers should use the [Office of Instruction and Assessment’s Peer Review Protocol](http://teachingprotocol.oia.arizona.edu/).

**Timeline for career-track promotion reviews**

The final decisions on promotions of lecturers are made by deans, so departments should coordinate with their dean’s office on scheduling promotion reviews.