



THE UNIVERSITY OF ARIZONA

College of Applied Science & Technology

Approved by the Vice-Provost for Faculty Affairs - March 2021

Career-track Professor of Practice Promotion Process and Criteria

[Handbook](#) | [Process](#) | [Definition](#) | [How to Document Your Work](#)

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1: Introduction

Joining the ranks of [career-track faculty](#) at a dynamic college such as the College of Applied Science and Technology (CAST) can be challenging for a new faculty member. There are schools and housing to find, syllabi to prepare, meetings to attend, preparation for the first days of classes, learning the names of one's colleagues, finding one's way around town and campus, etc. High on the list of "things to do" in the first semester is becoming acquainted with the promotion policies and processes at CAST, and learning the timelines and culture that influence this all-important part of one's career. However, becoming educated about promotion too often drops off the radar screen for new faculty until some important upcoming deadline causes panic and confusion. Throughout this document, we refer to ABOR (Arizona Board of Regents) policy which may use the language "Promotion and Tenure." However, this document applies only to career-track promotion which does not include tenure.

This Handbook is intended to acquaint new and continuing faculty with the promotion processes at CAST and to provide an orientation into what happens and when. It offers links and contact numbers to important information found elsewhere in the University. It can serve as a guide so that faculty are informed and prepared for each stage of the promotion process. Following the suggested steps presented here will give new faculty the knowledge and confidence needed to face the promotion process. CAST is committed to supporting the success of its faculty, and this Handbook is dedicated to that end.

1.1: University Policies, Procedures, and Templates Regarding Career-track Promotion

This manual will help guide you through the promotion process and is based on information provided by the Vice Provost for Faculty Affairs and the policies established by the Arizona Board of Regents (ABOR) as laid out in the [University Handbook for Appointed Personnel](#) (UHAP). This handbook will help guide you through CAST's procedures and criteria. However you should also review the Vice

Provost's [Guide to the Promotion Process](#). Finally, the Vice Provost's office provides a set of [Promotion Dossier Templates](#).

1.2: Additional Support

It is important to remember that the majority of instruction in the College is offered online and the College is committed to providing quality online instruction using a variety of technological tools. Because of this, the University provides a variety of resources for faculty to improve their teaching. These include, but are not limited to the following resources:

- [Office of Instruction and Assessment](#)
- [Digital Learning](#)
- [Instructional Technology](#)
- [University Libraries](#)

The College also has an Instructional Designer, [Ms. Ana Laura Gonzalez](#) who will help you develop and/or improve your course(s).

For full-time faculty who have served in their current rank for three or more years, but have not started this process, we encourage you to contact your Faculty Affairs Coordinator, Jocelyn Fisher at jocelynfisher@arizona.edu to determine eligibility and requirements for promotion.

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2: *First semester at CAST*

There are several important things that new faculty can do upon arrival to begin preparing for a successful promotion experience

2.1: Meet with Dean

Schedule a time to meet with the Dean to discuss promotion, in general, and to gain a sense of how CAST handles the required parts of the process. This is a good time to ask questions, particularly those that relate to your discipline. This is also the time to let the Dean know you personally, and for you to communicate any particular circumstances that may affect your progress through the promotion process. The meeting with the Dean should give you a much clearer idea of what you need to be focusing on in your own work in order to get off to a good start in the promotion process.

2.2: Meet with Your Department Head

Schedule a time to meet with your Department Head to discuss the Annual Review process and how it relates to promotion in general. This is also a good time to ask questions, particularly those that relate to your discipline and let your Department Head know you personally, and for you to communicate any particular

circumstances that may affect your working within CAST. As with the meeting with the Dean, this meeting should give you a much clearer idea of what you need to be focusing on in your own work in order to get off to a good start in the promotion process.

2.3: Learn the controlling policies

Take time to acquaint yourself with both the Main Campus [policies for Promotion and Tenure](#), as well as the CAST policies detailed here. The Main Campus policy is the overarching, governing policy, and is located in the University Handbook for Appointed Personnel (affectionately known as UHAP), found at policy.arizona.edu. These two policies combined control the processes for promotion at CAST, and every new faculty member should understand them first-hand, not from what others say about them. The reading is pretty dry, but the content is all-important! Make notes about anything that seems unclear or confusing to you, and follow up with questions to your mentor, Department Head, or the Dean.

There is other valuable material related to promotion located on the [Vice Provost's website](#) including the [Guide to the Promotion Process](#). The links offer a rich array of information related to the promotion process. Bookmark the site and try to explore all of these good resources during your first semester at CAST.

If you have any questions, please contact CAST's Faculty Affairs Coordinator, [Jocelyn Fisher](#).

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3: End of the first semester, organize your materials

By the end of the first semester, and surely by the end of your first year, you should establish a system for organizing your teaching materials, evaluations, correspondence, and everything related to your scholarship if you are conducting it in the dossier format.

Waiting too long compounds the difficulty of the job, because you will have that much more material to organize. Also, the act of organizing itself will help you understand the priorities and content of the dossier much better – and in turn, you will be able to make a much more effective presentation of your accomplishments.

A good test of your organization is such that when it is well done, you should be able to know instantly where any single new item should go – a syllabus, a letter from a colleague, a letter from a past student, an invitation to speak at a conference, a contract on an article or book, an award, a thank you letter from someone in the community, or an invitation to serve on a committee.

It is essential to begin organizing your Curriculum Vitae (CV) and materials in the format that will be required for reviews. The Faculty Activity Reporting tool, [UAVitae](#) is the system that CAST faculty use to track activities for both the Annual Performance Review (APR) and Promotion processes. This should happen within the first semester - ideally right after arrival. The [CV format](#) is found on the website of the Vice Provost for

Academic Personnel. It is best to set up a file drawer, box, or electronic location with folders/headers corresponding to each section of the dossier, and then to organize your CV and other materials within this system.

3.1: Draft your Candidate's Statement

Along with organizing your CV in the required format, you will want to begin working on the Candidate's Statement at the end of the CV (see [SECTION 5: CANDIDATE STATEMENT Candidate Statement of Accomplishments and Objectives \(3-5 pages\) Signed Statement by Candidate](#)). The [review committee](#) reads the Candidate's Statement carefully, and it plays an important part in the promotion process. It should reflect the faculty member's thinking over several years, so it is wise to create a first draft in the first year, and then to continue returning to it and revising it as your work evolves. The Dean and/or Personnel Committee may have some samples of good Candidate Statements on file to use as models.

Think of the first semester as an orientation period during which you learn the basics of the promotion process at CAST, and begin to organize your materials to prepare for the probationary and mandatory reviews.

3.2: Enter information into UAVitae

[UAVitae](#) is the University's online documentation of your work. It is used in both your annual review and promotion process. Information on what should be included in UAVitae can be found in the [documentation section](#) of this Handbook.

3.3: Transfer information into your Promotion Evidence Portfolio

There are some items you will want to collect for promotion that UAVitae does not. These artifacts should be collected in a Promotion Evidence Portfolio. There is no set format for this, like UAVitae and the Teaching Portfolio, so it can simply be a folder on your computer. Information on what should be included in this portfolio can be found in the [documentation section](#) of this Handbook.

The university provides access to cloud storage named Box@UA. You might consider using this option as it can be shared with your mentor. Google Drive is also an alternative.

3.4: Enter information into your Teaching Portfolio

The Vice Provost for Academic Affairs Office provides information on the [Teaching Portfolio](#). CAST has developed [a model teaching portfolio](#) and you are encouraged to use it. However, if you have developed a teaching portfolio at another institution, you should contact CAST's Faculty Affairs Coordinator, [Jocelyn Fisher](#) to see if it might be appropriate.

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4: End of the first year

4.1: Schedule a meeting with Dean

By the end of your first year at CAST, you should have met privately with the Dean at least twice to review your understanding of, and progress in, the promotion process. Normally there is an initial meeting when you first arrive and then a meeting late in the second semester as part of the Annual Performance Review at which promotion is discussed, as well. In these meetings, the Dean can help you understand the difference in focus between the annual performance evaluations and the promotion reviews. The Faculty Affairs Coordinator and the Chair of the Personnel Committee can also explain the similarities and differences in these two processes for APR and Promotion. It is important not to confuse good annual reviews with automatic successful progress toward promotion. As the [UHAP 3.3.02; subsection C: Criteria](#) explains,

While annual performance reviews are useful in improving your teaching, such reviews are not determinative on promotion decisions. Satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure. The granting of promotion requires scholarly accomplishment over a period of years in the broader range of faculty responsibilities, and includes evaluation by external referees, which is not a part of the annual review process.

It is important to note that, in the past, per CAST criteria, current assistant Professor of practice candidates are NOT required to provide letters from external reviewers, only collaborator letters, which can serve *in place of* external review letters given the lack of research component in career-track faculty's workload. For associate professors of practice going up for Full, external reviewers must be external to the University of Arizona.

Please see below for the list of criteria for [collaborators](#) and [external reviewers](#).

External reviewer criteria includes the following:

- Faculty who are at at least one rank above your own current rank
- Faculty who are at “arms-length” The Vice Provost’s Office defines an arms-length reviewer as an individual who can provide an independent, non-collaborator review of the candidate’s work.
 - The following are examples of individuals who can provide an independent, non-collaborator review of your (the candidate’s) work.
 1. No co-authors (any published work, abstracts, grant proposals within 5 years before submission of dossier)
 2. No co-investigators or consultants on grants
 3. No previous mentors or advisors

4. Editors of journals or books are ok

Collaborators may include the following:

- Dissertation advisors,
- Supervisors
- Close co-worker in lab, department, or residency program
- Collaborators on book editing or journal editing projects
- Co-instructors
- Teaching Assistants
- Former Students

Do not be afraid to ask for clarification if this difference in focus confuses you!

4.2: Establish your mentor(s)

Normally, mentors are assigned to new faculty soon after arrival. These are often senior faculty in the same or a related discipline. During the first year, you may also forge friendships with other colleagues who can offer good advice on promotion and other issues. Looking back over your first year, you should feel that there are at least two or three colleagues who are your mentors, whether formal or informal, to whom you can go for help or to answer questions. If you finish the first year and do not have this important collegial support in place, please talk to the Dean about creating it as soon as possible.

The University has established the Faculty Development Communities for Promotion (FDCP) Mentoring Program. The FDCP connects you with one mentor and three other mentees. The group meets regularly to help you become comfortable in your role as a faculty member. If you are interested in joining the FDCP, contact the Faculty Affairs Coordinator, [Jocelyn Fisher](#).

4.3: Attend the Vice Provost's Annual Workshop on promotion

Each spring, usually in March, the Vice Provost for Academic Affairs sponsors a campus-wide workshop to discuss the promotion process and to review any changes or new developments that might affect junior faculty. You will receive an email about these events as a member of the faculty. It is extremely important to attend these workshops in your first year and in your review years. However, in order to stay abreast of the promotion process and to learn from the many questions and answers that arise at the event, you may wish to attend them annually, but this is not required. The workshop is announced well ahead of time, so make plans to have your classes and other commitments covered so that you can travel to the Main Campus for this essential presentation. Note, in recent years, these workshops have moved online. The announcements will let you know what forma(s) will be available.

If you can not make the workshop, it is recorded. Information can be found on the

[Vice-provost for Faculty Affairs website under Promotion Workshops](#). And don't think that because you have attended one of these workshops you do not need to go to subsequent ones; Vice Provosts change, the promotion processes change, and it is imperative to have the most current information at hand in planning your own promotion strategies.

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5: The Road to Promotion

[UHAP 3.3.03.G](#) states,

Appointment or promotion to assistant professor of practice 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.

5.1: Assistant Professor of Practice to Associate Professor of Practice

Unlike the path for Promotion and Tenure, there are no third year probationary or sixth year mandatory reviews. After the third year in rank, a faculty member may go up for promotion from assistant to associate professor of practice.

The CAST review process follows the UA Main Campus steps almost exactly. However, because CAST does not have separate colleges, it combines the departmental and college level reviews into one. Thus, at CAST, a candidate's file is seen first by the CAST Committee on Promotion and Tenure. The committee reviews the file and writes a letter that is added to the promotion packet. The information is reviewed by the Department Head, who adds a letter, and the packet then proceeds to the Dean. The Dean reviews the file and then adds his or her own letter to the packet. The Dean then submits the candidate's packet to the Provost's Office at UA Main Campus. The Provost's final decision usually occurs in late April or early May.

Members of the Committee on Promotion and Tenure are appointed by the Dean in consultation with the Chair of the Personnel Committee and Department Heads and will serve for a period of three years. The Committee will be responsible for reviewing promotion materials for Career-track faculty and advancing recommendations to the Dean for Promotion. The committee will also be responsible for reviewing promotion and tenure materials for Tenure-track faculty and advancing recommendations to the Dean for promotion and tenure.

Therefore, the committee will consist of a mixture of career- and tenure-track faculty and be chaired by a tenure-track faculty member. The primary criteria for inclusion on the committee is that the faculty member must be at the next rank or above that of the faculty member being reviewed.

Following the Committee on Promotion and Tenure's review and recommendation,

the file is sent to the Provost for the final decision, which usually occurs in late April or early May. The candidate is notified of decisions at each stage of the review process.

5.2: Associate to Full Professor of Practice

Refer to the CAST [Evaluation Criteria for Annual Review \(ECAR\) Policy](#) for alignment.

Candidates for promotion to Professor of practice must possess the same qualifications as those for associate professor of practice, in addition to which the individual has taught a minimum of three years in the rank of associate professor of practice at $\geq .5$ FTE, and a minimum of six years at the UA. Commensurate service at other institutions or related capacities may be considered when determining years of experience.

Additional impact and recognition beyond that expected for an associate professor of practice, including leadership of high-impact innovations, awards and other recognition of teaching effectiveness may be considered. Institutionally recognized contributions to the scholarship of teaching such as publications, presentations and the adoptions of teaching at other institutions may also serve as factors for consideration of promotion.

Benefits of promotion to professor of practice include salary increase, eligibility for leadership positions across the University, and awards.

5.3: Preparing Your Career-Track Promotion Dossier

What do recent dossiers who were promoted in your field/track/rank look like?
How do they document:

- Innovation, leadership, quality and impact
- Teaching: breadth, innovation, new courses, new programs, graduate student completion and impact on students
- Research: publications (amount within rank, quality of publication source, level of authorship, grants, impact on field)
- Service: type and level (university, national, international), editorship, leadership positions

5.4: Promising Strategies for Associate Professors of Practice Considering Full Promotion

- a. Expand your teaching.

- i. Teach a new division (graduate or undergraduate), special topics or study abroad or online, i.e., AZ Online or UA Global.
 - ii. Add a new teaching strategy or team teach, i.e., Faculty Learning Communities (FLC).
- b. Broaden your research.
 - i. Move from applied to theoretical or vice versa.
 - ii. Find new areas of funding.
 - iii. Move from shorter to longer term projects.
 - iv. Stay current with new ideas from students or new literature reviews.
 - v. Add a new methodology during your time in rank. Seek out colleagues and collaborators with similar interests through [UA Profiles](#).
- c. Increase your service - Leadership
 - i. Participate on new committees at higher levels.
 - ii. Take on leadership roles in shared governance.
 - iii. Network.
 - 1. Collaborate on a professional project.
 - 2. Network with national/international research groups.

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6: Timeline for the Year of Promotion

As required by UHAP, heads and deans will inform candidates in writing on their recommendation when they are forwarded to the next level for review. These notifications note only the recommendation of the administrator (head, director or dean) and not of external reviewers or committees.

The dates below are the CAST dates and are set approximately two weeks ahead of the University schedule to account for potential delays. The dates change every promotion cycle so make sure you check with the Faculty Affairs Coordinator, [Jocelyn Fisher](#), to make sure you have the current dates. You should also check the [Promotion Schedule](#) on the Faculty Affairs website.

Action	Point person	Deadline
Candidates notified of their upcoming review	Faculty Affairs Coordinator	February 15
Candidates attend Annual Promotion Workshop: Instructions on the Process and Preparation of Dossiers for Promotion & Tenure and Continuing Status & Promotion	Vice Provost	March of each year

Candidates meet with Department Head to discuss workload, external reviewers and college criteria	Department heads	By March 31
Candidates' dossiers due to department head	Department heads	By June 1
Letters are sent to outside evaluators	FA Coordinator	July 1
Department Head review; a letter is written and added to dossier (remove supporting materials)	Department Head	September 2-October 2
Complete dossiers due to Dean's Office	Dean	October 15
College Promotion Committee review, a letter is written and added to the dossier	Chair of College Promotion Committee	October 4 to December 4
Dean's review; letters are written for each candidate and added to their dossier	Dean	December 15-January 13
Promotion Committee report delivered to Provost's Office	Provost	February 1
Provost's decision/letter sent to Candidate	Provost	April 30

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7. Criteria for promotion

7.1: Introduction

Promotion in the College of Applied Science and Technology is granted only to candidates who have demonstrated excellence in scholarship, teaching, and service/outreach per the expectations defined by the units in which they hold appointments. All promotion reviews should look at the totality of the candidate's scholarship, teaching, and service/outreach, emphasizing the faculty member's current trajectory. It is important to note that a satisfactory annual review in isolation does not necessarily guarantee a faculty member's promotion.

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(1)(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.

7.2 Contractual Workloads¹

Career-track (CT) faculty are typically hired primarily for teaching with a clearly articulated scholarship and/or service component. It is essential that the workload responsibilities of CT faculty be clearly spelled out in the letter of offer at the time of hire and that they be reviewed each academic year. The offer letter must include workload allocation based on an established workload plan agreed upon by the unit head/director and the faculty member.

The components below may be included in the workload allocation plan:

1. A defined expectation of “teaching load.” Teaching load may be measured by the total number of classes per year, total number of preparations, and/or student credit hours.
2. A defined component of scholarship as agreed upon by the unit head and the faculty member, if applicable.
3. A defined component of service to the unit, college, campus, and/ or discipline.

The distribution of the various components may vary from year to year but must be specified in documents that are discussed with the CT faculty member to set out duties and goals for the coming year.

Professors of practice will typically hold faculty appointments that include both teaching and service responsibilities. All such faculty, whether full-time or part-time, will be expected to carry one of the following workload allocations:

- 80% teaching and 20% service.
- Other distribution as approved by the dean.

In a full-time position, a load of 80% teaching is equivalent to eight 3-credit courses taught in the academic year for faculty on academic contracts. Course responsibilities are expected to be spread across fall and spring. Note, some contracts may include summer teaching.

7.3. Appointment by Rank²

¹ Modified from UArizona’s Eller College of Management

² Adapted from UArizona College of Education’s Policy on Professors of Practice Positions

In the career-track, the College of Applied Science and Technology has the title of professors of practice. This section defines a professor of practices and lays out the appropriate ABOR policies regarding their appointment.

7.3.1 Professor of Practice

The title *professor of practice* describes a career-track faculty member who is a non-tenured, non-tenure eligible 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 discipline but who may not have substantial academic experience. The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduates 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 responsibilities primarily consist of instruction.

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.

7.3.2: Employment of Professors of Practice

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 \(UHAP\)](#).

UHAP §3.3.03.G. Assistant Professors

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.

University policy allows promotion after three years of service in rank. assistant professors of practice can stay in the appointed rank beyond the sixth year.

UHAP §3.3.03.H. Associate Professors

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

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*.

7.3: Assistant to Associate Professor of Practice

The following general criteria will be used for the promotion of CAST faculty³.

7.3.1: Teaching

Candidates must present evidence of successful teaching and mentoring appropriate to the College's mission, including upper-division and graduate courses (when included in the candidate's workload assignments). This may include courses which qualify as [publicly engaged instruction](#). In meeting the standard of excellence in teaching, consideration should be given to the candidate's ongoing efforts to improve their teaching and mentoring of students.⁴

The required evaluation of teaching for promotion **may** have the following

³ Adapted from UArizona's College of Humanities' and Eller College of Management's Promotion Criteria.

⁴ Adapted from the Eller College of Management's Promotion Criteria.

components:

Organizes and conducts courses consistent with (1) CAST's mission, (2) the level of the course, (3) the nature of the subject matter, and (4) stated learning objectives. Brings effective techniques and pedagogical approaches to learning environments and pursues additional training and education in pedagogy (i.e. Quality Matters).

Engages students in current discourse, debates, and inquiries within the field or in understanding the relevance of coursework to real-world applications. Engages in instructional innovation by keeping current with instructional practices and modification of courses. This includes development or redesign of courses to maximize learning outcomes. Enables students to articulate issues, solve problems, and relate understandings to knowledge bases in other fields. Participates in [peer reviews](#) (required) with demonstrated improvement in areas identified (recommended). Achieves consistent improvement or consistently high ratings on the [Student Course Survey](#). Achieves positive student responses (emails, course evaluations). Develops technology-rich learning materials and/or development of learning materials for face-to-face, blended, or online learning. Adopts curricular or teaching materials or methods developed by others. Publishes/disseminates teaching materials. Receives special recognition/honors/grants or recognition for teaching excellence or innovation. Provides documented student proficiency as exhibited by course examinations/assessments. Supervises Independent Studies, Internships (internal or external), or Preceptorships. **Other opportunities for student engagement such as seminars, Honors Courses, and involving students in research are also encouraged.** Provides and is available during regularly scheduled office hours (either in-person or virtual) and for additional mentorship.

All of this work is expected to be documented in a Teaching Portfolio submitted by each candidate, which should include all the applicable material in the current [Provost's Guidelines for Teaching Portfolios](#). CAST has developed [a model teaching portfolio](#) and you are encouraged to use it. However, if you have developed a teaching portfolio at another institution, you should contact CAST's Faculty Affairs Coordinator, [Jocelyn Fisher](#) to see if it might be appropriate.

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7.3.2: Scholarship

When scholarly activity is part of the faculty member's contractual workload, research and creative activities are guided by the [University's definition of Inclusive Scholarship](#). Measures of scholarly achievement may include (but are not limited to) the following: sustaining a record of presentations at academic and professional forums at the regional, national, or international level; receiving and sustaining grants, awards, and fellowships; conducting institutional research and evaluation of student performance; participating in Invited work (i.e. speaking, training, or publications); and/or supporting student research activities.

If scholarship is not in your contract, but you are conducting these activities, then evidence of scholarship in your dossier, such as publications and presenting at conferences, should add to your case for promotion and not detract from it.

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7.3.3: Service and Outreach

When service is part of the faculty member's workload, ongoing engagement within the university and with local, regional, and/or national constituencies is expected.

7.3.3.1: Service to the Department/College

Serves on department-level committees, and teams. Submits required course and departmental materials in a timely manner to the appropriate entities.

Participates in faculty governance. Serves on college-level committees, and teams. Participates in committee meetings, retreats. Improves the environment or culture of the college by participating in Professional Development outside of the faculty member's content area (e.g. inclusion and diversity training).

7.3.3.2: Service to the University

Participation in university-wide standing or Ad Hoc committees or task forces are encouraged, but not required, at the assistant Professor of practice level.

Faculty may consult with their Department Heads or other senior faculty for possible activities.

7.3.3.4: Service/outreach to the Professional Community

Participates in activities with professional societies or organizations in one's discipline. Seeks responsibility and recognition achieved by being appointed

or elected to relevant professional positions.

[7.3.3.4: Service/outreach to the Community](#)

Applies expertise to address local, regional, or national issues which may include [publicly engaged commercialized activities](#). Presents community lectures or performances.

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7.4 Associate to Professor of Practice

7.4.1: Teaching

The required evaluation of teaching for promotion **may** have the [following components](#):

- Continued excellence in teaching as demonstrated by student and administrative evaluations, peer evaluations, and other evidence demonstrating effectiveness with research-based teaching practices.
- 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 professional development programs.**

All of this work is expected to be documented in a Teaching Portfolio submitted by each candidate, which should include all the applicable material in the current [Provost's Guidelines for Teaching Portfolios](#). CAST has developed [a model teaching portfolio](#) and you are encouraged to use it. However, if you have developed a teaching portfolio at another institution, you should contact CAST's Faculty Affairs Coordinator, [Jocelyn Fisher](#) to see if it might be appropriate.

7.4.2: Scholarship

If research/scholarship is not in your contract, then evidence of scholarship in your dossier, such as publications and presenting at conferences, should add to your case for promotion and not detract from it. If your workload does not have a research component, we also support an inclusive view of scholarship including participating in [publicly engaged research and creative activities](#).

If your contract does not include scholarship, you are not required to do any of the following. However, you may be approved to include the following in service after

consultation with your Department Head. If scholarship is conducted in collaboration with students, be aware that it can likely contribute to your teaching and service sections.

When a faculty member is contracted for research/scholarly activity, measures of scholarly achievement may include, but are not limited to the following:

- Receives national or international recognition for their research contributions
- Delivers keynote or plenary presentations
- Participates in invited work, i.e., speaking, training or publications
- Supports student research activities
- Receives and/or sustains grants, awards and fellowships
- Consistently disseminates scholarly or creative works as defined by the University's [Inclusive Definition of Scholarship](#) to academic, professional or public audiences

7.4.3: Service

Service within the program, institution, and/or profession such as:

[7.4.3.1 Service to the Department/College](#)

Leadership of curricular reforms, outreach programs, and/or interdisciplinary initiatives.

[7.4.3.2 Service to the University](#)

Leadership or participation in [university-wide committees or activities as available](#).

[7.4.3.3 Service to the Profession/Community](#)

- Publications, grants, reports, presentations, and other contributions to the scholarship of teaching.
- Leadership roles in professional societies, editorial boards, teacher networks, and other community and professional collaborations.
- Leadership with evaluating and collaborating on publications, awards, or proposals.

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8: Conclusion

Nothing is more important to a faculty member's career than the promotion process.

Successful progress depends upon a thorough understanding of the local and university level expectations, regular feedback from mentors and administration, and allowing enough time to do the work necessary to advance to the next level.

Since administrators and mentors come and go, sometimes the only constant in a candidate's promotion experience is the candidate themselves. Therefore, you, as the candidate need to take ownership and responsibility for your own promotion progress.

This means asking questions when you are unsure of something; attending the promotion workshops offered at CAST and on Main Campus; staying abreast of the materials on the websites described in this Handbook; consulting with your colleagues, your Department Head, and the Dean; working with the Faculty Affairs Coordinator, receiving regular feedback on your progress toward promotion (if it is not forthcoming, ask for it!); and, understanding your own unique place in the complex mission of CAST.

Chances are you are here because you rose to the top in a nationally competitive selection, and CAST values your presence and what you bring to the institution. We want you to succeed and hope that this Handbook helps you to navigate a successful path toward your career goals.

9: Changes to These Processes

The processes detailed in this document reflect those of the requirements of the Vice Provost for Academic Affairs and are therefore subject to change. If a change occurs, faculty will be notified by the Faculty Affairs Coordinator.

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10. Modifications

April, 2021. All references to "professor" were updated to "professor of practice" per the Faculty Senate reclassification of faculty positions. Section 7.1 Professor was removed and the remaining section numbers updated.