College of Fine Arts
Promotion and Tenure Summary, Guidelines, and Resources
Adopted by Faculty Vote - March 18, 2026

PROMOTION AND TENURE COMMITTEES

Each department or school will have a committee that consists of at least three tenured faculty and two career track faculty. Committee members shall hold a rank greater than those faculty they are evaluating. (See the University of Arizona Handbook for Appointed Personnel, 3.11.01.) Where a sufficient faculty membership does not exist to constitute a committee, an ad-hoc committee shall be assembled from other units within CFA or, if necessary, from other colleges. See also Promotion and Review Committees: https://facultyaffairs.arizona.edu/promotion-review-committees

The College Promotion and Tenure Committee shall be composed of a minimum of five and up to seven members. At least three members are to be tenured faculty and at least two members are to be career track faculty. Committee members must hold a rank greater than those faculty they are evaluating. Members may not simultaneously serve on a department or school level Promotion and Tenure Committee. Members are elected from the faculty of each School in the spring semester to serve the following academic year. Election to the committee is by written or electronic ballot as conducted by each School. The ballot shall list all eligible faculty by rank and faculty shall vote for five candidates. Additional members may be appointed to ensure balance by the Dean or the Dean's representative.

INTRODUCTION

Promotion and tenure require excellent performance and the promise of continued excellence in (1) teaching, (2) service, and (3) research, creative work, and scholarship as applicable to faculty tracks and position descriptions. Promotion reviews are conducted with consideration for the unique workload distribution of individual faculty. (See, for example, Evaluation of Teaching: https://facultyaffairs.arizona.edu/evaluation-teaching.)

The University also values an expansive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and colleges, will recognize original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents. UHAP 3.3.03B.

Promotion and tenure reviews will consider the assigned workload duties of candidates in making assessments of contributions in the areas of teaching, research, and service/outreach. The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion and tenure reviews.

The University expects the highest standards of professional conduct, as detailed in the Statement on Professional Conduct in UHAP 7.01.01. These standards include: being inclusive and respectful, demonstrating integrity and following established standards, protecting University assets and providing a safe environment for all.

Annual performance reviews are not determinative on promotion and tenure decisions. Satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure. The granting of promotion and tenure 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. UHAP 3.3.02B

PUBLIC AND COMMUNITY-ENGAGED SCHOLARSHIP

In accord with University guidelines, CFA criteria recognize that, broadly defined, research and creative activity enriches teaching, service, and outreach in ways that advance the UA mission as a student-centered, land-grant university. Research activities shall be evaluated in accordance with the University's public and community-engaged scholarship guidelines which recognize that knowledge is acquired and advanced through discovery, integration, application, and teaching. Thus, a range of original research contributions may be considered as supporting advancement toward promotion or promotion and tenure. Peer-reviewed publications and/or integrative or applied forms of scholarship are acknowledged as equally viable forms of discovery and dissemination as are activities and modes that are associated with publicly engaged scholarship as per guidance from UA Faculty Affairs. Demonstrable impact and relevance shall be the overriding factor when determining merit. The context for activity may be a single discipline, multiple fields, the public realm, or a combination thereof. Collaborative activity in which a candidate has a significant stake will also be considered.

COLLEGE OF FINE ARTS GENERAL CRITERIA

Information on the promotion review process is included in UHAP chapter 3.3. When going up for promotion all Tenure Eligible and Career-Track professors should submit a dossier using the applicable templates from the Vice Provost for Faculty Affairs as outlined in the Guide to Promotion. The following apply to all faculty in the College of Fine Arts summarizing and supporting the more specific criteria in each unit. *Note: Some sections of the dossier may not be applicable if they are not relevant to the candidate's assigned duties. Within sections, candidates will find that not all headings are applicable to their workload and may therefore be omitted.*

Effective Teaching

- Essential requirement for promotion/tenure.
- Documented by objective means (student evaluations consistently recorded, peer reviews of classroom teaching) accepted as standard by the university.
- Curriculum and course development.
- Embracing innovative pedagogical techniques and new approaches to teaching.
- Creation and implementation of new program or degree track content.
- Mentorship and student advising.
- Student accomplishments and post-graduation outcomes.

Excellence in teaching may be found in the following non-exhaustive list of practices:

- Contributing to positive student engagement through well-constructed syllabi and course materials that are dynamic and engaging and appropriately aligned to the level of instruction.
- Designing environments where students learn to articulate issues and solve problems.
- Making decisions based on data and self-reflections that lead to improved classroom experiences.
- Adopting expansive classroom approaches that engage and support students with different backgrounds and abilities, including vibrant curricular content, effective teaching practices, and accessible learning environments.
- When assigned, advising and mentoring of graduate students, including the effective supervision of GTAs.

Impactful Research

Consistent with the faculty member's workload assignment, faculty should demonstrate ongoing contributions to their discipline through measures of research/creative activity achievements including, but not limited to, the following:

- Significant performances, productions, exhibitions, and commissioned works within regional, national and international contexts as appropriate. Collaborative endeavors will be evaluated alongside individual pursuits. Research, scholarship, and creative works in monographs, edited volumes and journals—both single author and collaborative.
- Creation or performance of new works. Significant scholarly research and publication dealing with the history, criticism, theory and education in the arts.
- Projects which are conducted and disseminated outside of traditional venues which can be demonstrated to be innovative and/or consequential.
- Invitations to present or perform at universities and/or regional, national, or international workshops, conferences and/or professional meetings.
- Practices that can be demonstrated to engage and enrich the community in vital ways.

- Work which advances teaching and research in a given field and/or in the public sphere.
- Grants, contracts, fellowships and awards that recognize significant research and/or creative products—external recognitions are an important measure.
- Overall, the sustained quality of creative work and research will be considered above sheer quantity.

Consistent with the university's expansive view of scholarship, candidates may also engage in the dissemination of knowledge to non-academic audiences, institutions and communities. Evaluation of these activities will be based on their strategic value to the field and on the extent to which they effectively represent the candidate as an expert in their areas of knowledge.

- Publishing in trade publications specific to their fields, magazines, newsletters, electronic sites, and other media.
- Research/creative activity contributions to outside institutions, communities, or businesses.
- Commercialization of technologies, pedagogies and integrated methodologies in the arts or arts-adjacent areas.

Engaged Service and Outreach

- Service to the University, department, college and professional community through committee membership or administrative assignments*. Participating in the activities of professional organizations in one's discipline at local to national levels as appropriate, such as adjudicating or review activities, editorial boards, teacher networks, professional societies and faculty promotion external reviews.
- Service on School, College and University committees and to professional community and organization boards. Actively participating in faculty governance.
- Serving on graduate-level student committees as defined in the Graduate College - Graduate Faculty Handbooks.
- Actively engaging in student recruiting and retention. Recruiting activities which significantly advance the mission of the CFA and the objectives of units/schools.
- Outreach activities that demonstrably enhance the profile of the CFA at the regional, national and international levels.
- Impactful relevant service and outreach within the local or national community as appropriate.
- Department heads are responsible for describing service outside departments in relation to a faculty member's principal assignment.

*Administrative assignments as noted above, which are not accompanied by a letter of appointment, are classified as service in the workload distribution.

TIMELINE FOR PROMOTION REVIEW

See Promotion Schedule: https://facultyaffairs.arizona.edu/promotion-schedule

PROMOTION CRITERIA BY RANKS OF TENURE-TRACK FACULTY

See also Faculty Definitions: https://facultyaffairs.arizona.edu/content/faculty-definitions

Assistant Professor

Appointment to this position is based on:

- A record of effective teaching with promise of excellence. OR, equivalent level of demonstrated professional competence and indication of potential to meet criteria for subsequent promotion and tenure.
- Evidence of promise in creative endeavors and/or research in primary area or areas.
- Desire and ability to provide engaged service to the unit/department, school, university, professional community and the broader public sphere as relevant to teaching and research.

Associate Professor

Appointment or promotion to this position is based on:

- Excellence in teaching.
- Growing reputation for creative endeavors and/or research in primary area or areas as evidenced in documentation and through evaluation by internal and external reviewers.
- Significant service to department, University and professional community.
- Associate Professor with tenure will be based on strong evidence of continual promise and potential for growth in all areas above.

Professor

Appointment or promotion to this position is based on:

- Strong evidence of outstanding, sustained teaching.
- Sustained level of excellence and impact in creative endeavors and/or research which can be demonstrated to have contributed to advancement of the field.
- National or international recognition for research and creative activities as evidenced in documentation and through evaluation by internal and external reviewers.
- Evidence of productive and engaged service to unit/department, school, college, university, professional community and the broader public sphere as relevant to teaching and research.

APPOINTMENT AND PROMOTION CRITERIA BY RANKS OF CAREER-TRACK FACULTY

See also Faculty Definitions: https://facultyaffairs.arizona.edu/content/faculty-definitions
And Career Track Faculty: https://facultyaffairs.arizona.edu/career-track-faculty and https://facultyaffairs.arizona.edu/career-track-faculty-resources

Teaching

With teaching as a primary responsibility in the career-track faculty workload assignment, candidates for promotion must present evidence of a consistent record of teaching excellence. Evaluation of teaching must be aligned with the criteria and standards set forth by the school and the College of Fine Arts, and it is the responsibility of all career-track faculty to become acquainted with promotion criteria provided by their director. Escalation of curricular contributions and a growing agency on the part of the candidate should be evident when considering promotion into the senior and principal lecturer, and the associate and full professor of practice ranks. For promotion to the highest ranks, there must be clear evidence that candidates have demonstrated capacity to take on leadership roles in developing and establishing curricula goals as defined by the school and director. **Teaching Quality Indicators** include but are not limited to: formal Peer Evaluations of Teaching; Student Course Surveys (SCS); Teaching Portfolio including courses taught, syllabi and materials, new course development; pedagogical innovation, evidence of student success; Candidate Statement (Dossier Section 5). See **Effective Teaching** above.

Research and Creative Activity

Consistent with the faculty member's workload assignment, faculty should demonstrate ongoing contributions to their discipline through measures of research and/or creative activity. See **Impactful Research** above.

Service/Outreach

Career-track faculty who are assigned a defined Service component must present evidence of serving on School, College, and/or University committees. If Service/Outreach is part of a faculty member's workload, ongoing engagement within the university and with local, regional, and/or national professional constituencies is expected. Service to professional associations and on public committees where faculty disciplinary knowledge is disseminated is highly recommended. See **Engaged Service** above.

Instructor

Appointment or Promotion to this position is based on:
Accomplishment in a particular discipline combined with promise as a university-level educator. The position offers the opportunity to develop potential in teaching. The College of Fine Arts requires successful completion of an advanced degree or equivalent professional experience for

appointment to instructor. The primary responsibility of this position is teaching designated undergraduate courses, though limited graduate courses may be assigned.

Lecturer

Appointment to this position is based on:
Lecturers generally will have more limited duties than career-track professors. Appointment to lecturer is based on accomplishment and depth of knowledge in a particular specialty combined with promise as a university-level educator. Successful completion of a terminal degree or equivalent professional experience in the relevant field is required. Also:

- Evidence of promise in teaching is required and may be demonstrated through the following indicators: strong letters of recommendation; student, peer, and/or supervisor teaching evaluations; teaching portfolio; expansive course content and culturally relevant strategies in learning environments; and pedagogical innovations.
- Focuses teaching efforts on student learning and engagement through course design in relevant modes; development of syllabi and course materials; and the creation of responsive classroom experiences.
- For appointment to lecturer, faculty must demonstrate depth of knowledge in their discipline.
- Service/outreach, when a defined component of the workload, will be assigned by the Director with consideration of the needs of the school and the relevant activity measures listed above.

Senior Lecturer

Appointment or promotion to this position is based on:

- Successful completion of a terminal degree or equivalent professional experience in the relevant field is required.
- Promotion to senior lecturer requires consistent excellence in teaching as found in the **Teaching Quality Indicators.** See **Effective Teaching** above. Candidates must demonstrate the potential for ongoing impact in student learning and engagement through course design in relevant modes; syllabi and materials development; the creation of inclusive classroom experiences; and a commitment to student success.
- For promotion to senior lecturer, candidates will have demonstrated potential and capacity to take on a wider scope of curricular responsibilities as defined by the needs of the school.
- Service/outreach, when a component of the workload assignment, must show evidence of quality and engagement as determined by the relevant activities listed above.

Principal Lecturer

Appointment or Promotion to this position is based on:

- Successful completion of a terminal degree or equivalent professional experience in the

relevant field is required.

- Promotion to principal lecturer indicates the senior lecturer has demonstrated consistent excellence in teaching as found in the **Teaching Quality Indicators**. See **Effective Teaching** above.
- An essential requirement for promotion to principal lecturer will be strong evidence of potential and capacity for leading curricular responsibilities and reforms as needed by the school.
- Service/outreach, when a component of the workload, must show evidence of quality, engagement and impact, especially in leadership roles, and as determined by the relevant activities listed above. See **Engaged Service** above.

Lecturer Reviews

In the College of Fine Arts, promotions within the lecturer ranks shall follow the levels of review as noted in UHAP section 3.3.03. Promotion reviews shall be conducted by a school review committee, and director. The dean makes final decisions for each promotion within the lecturer rank. The School Promotion & Tenure Committee, typically made up of 5-7 members, must appoint at least 2 CT faculty members of higher rank than the candidate. When a CT faculty member of higher rank is not possible, schools must appoint higher ranked CT faculty from other units within the CFA. As an alternative, the committee may be constituted as an ad hoc committee of at least 5 members, including 2 CT faculty members whose rank is higher than that of the candidate. School committees should provide an overall recommendation in their evaluative letter to the director.

School Director and Dean of the College of Fine Arts Note: The review process for faculty with career-track titles does not include a review by university-wide promotion committees. For the lecturer promotion process, there is no review by the Office of the Provost.

Professor of Practice

All ranks of professor of practice are required to hold either a terminal degree in the discipline or a significant and sustained record of professional experience in an area of practice.

Assistant Professor of Practice

Appointment or Promotion for this position is based on:

- A demonstrated level of accomplishment and expertise in an area of practice or specialization.
- Clear evidence of potential for university-level teaching and mentoring is essential.
- Potential to perform professional responsibilities under service and outreach should be apparent.

Associate Professor of Practice

Appointment or Promotion for this position is based on:

- Candidates must show evidence of a demonstrated record of consistent teaching

excellence through student, administrative and peer evaluations and other indicators as found in the **Teaching Quality Indicators**. See **Effective Teaching** above.

- If the position holds a research and/or creative activity component, an ongoing record of outstanding achievements in the discipline will be required.
- Service/outreach, when a defined component of the workload, must show evidence of expanding commitment and engagement, as determined by the relevant measures listed. See **Engaged Service** above.

Full Professor of Practice

Appointment or Promotion for this position is based on:

- Evidence of superior teaching and student mentoring through recognition such as awards and other indicators as found in the **Teaching Quality Indicators**. See **Effective Teaching** above.
- Potential for leadership in mission-critical work such as innovation in course design, curricular reforms, faculty mentoring and program leadership.
- A demonstrated record of contributions to student recruitment and retention.
- If the position holds a research and/or creative activity component, a distinguished record of outstanding achievements in the discipline must be evident.
- Clear evidence of the potential and capacity to undertake leadership roles in professional organizations, within one's discipline and as appropriate, such as editorial boards, teacher networks, professional societies, etc.

TRACK TRANSFERS
Instructor/Lecturer/Professor of Practice

General considerations: Initiation of the track transfer process must be based on the needs of the school and related discussions with directors and the dean. When further justified by a record of consistent achievement in annual performance reviews, with increased responsibilities such as expanded teaching or supervisory duties as defined by the director, CFA career-track faculty at any rank may be converted to other ranked titles on the career-track.

Transferring across career-track appointments is subject to the approval of the Provost, and is an outcome of positive recommendations by the CFA committees, the director and the dean as specified in Track Transfer Reviews.

The College of Fine Arts normally considers CT transfers:

- From lecturer to professor of practice appointments
- From instructors to lecturer or professor of practice appointments
- From tenure-eligible (TE) appointments to career-track or other year-to-year

appointments.

Detailed guidelines for dossier submission are provided by the Office of Faculty Affairs under Track Transfer Reviews. In each case, the candidate must submit a dossier appropriately comprised of designated sections described in the Track Transfer Reviews. The full listing of section templates for Career Track Faculty may be found here and Tenure Eligible Templates may be found here.

University and College Websites with Information on Faculty Promotion

University Handbook for Appointed Personnel

https://policy.arizona.edu/employment-human-resources/promotion-and-tenure

University of Arizona Faculty Affairs

- About Promotion

https://facultyaffairs.arizona.edu/about-promotion

- Guide to the Promotion Process:

https://facultyaffairs.arizona.edu/guide-promotion-process

- Directions on Promotion Dossiers:

https://facultyaffairs.arizona.edu/promotion-dossiers

- Promotion Dossier Templates for Career Track, Continuing Status & Promotion, and Promotion and Tenure with instructions for each section:

https://facultyaffairs.arizona.edu/promotion/2025-2026-promotion-dossier-templates-and-guide-career-track-faculty

https://facultyaffairs.arizona.edu/promotion/2025-2026-promotion-dossier-templates-and-guides-tenure-track-and-continuing-status-track

It is important to be aware that dossier templates are updated annually by the Office of Faculty Affairs.

- Career-Track Faculty Resources:

https://facultyaffairs.arizona.edu/career-track-faculty-resources

- Career Track Faculty defined:

https://facultyaffairs.arizona.edu/career-track-faculty

College of Fine Arts Faculty Affairs

https://cfa.arizona.edu/research-and-faculty/faculty-affairs/

- Guide to the Promotion for Continuing Status and Tenure Track, including Advice on Dossier Preparation:

https://facultyaffairs.arizona.edu/sites/default/files/2024-02/24-25-Guide-to-the-Promotion-Process-for-CSP-and-PT.pdf

- Guide to the Career-Track Promotion Process, including Advice on Dossier Preparation:

https://facultyaffairs.arizona.edu/sites/default/files/2025-03/25-26_Guide-to-the-Career-Track-Promotion-Process.pdf

CFA Promotion Criteria Grid - Tenure Track

	Associate Professor	Professor
Effective Teaching Effective teaching is requirement for promotion/tenure as documented in student evaluations, peer reviews, course creation and curriculum development.	• Excellence in teaching • Well-constructed syllabi and course materials that are aligned to the level of instruction. • Designing environments where students learn to articulate issues and solve problems. • Decisions that lead to improved classroom experiences. • Expansive classroom approaches that engage and support students with different backgrounds and abilities. • Accessible learning environments. • Advising and mentoring of graduate students, including the effective supervision of GTAs.	• Sustained Excellence in teaching. • Leadership in School's academic program development. • Recognition as a teacher through awards or other documentation. • Record of sustained advising and mentoring of undergraduate and graduate students, including the effective supervision of GTAs. • Chair of graduate committees, dissertation committees, honors theses, etc. (as applicable).
Impactful Research Consistent with the faculty member's workload assignment, faculty should demonstrate ongoing contributions to their discipline through measures of research/creative activity achievements. Criteria recognize both original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship in alignment with the university's statement on Public and Community-Engaged Scholarship.	• Growing reputation for creative endeavors and/or research in primary area. • Performances, productions, exhibitions, commissioned works and publications. • Recognition in regional, national and international contexts as appropriate. • Grants, contracts, fellowships and awards. • Collaborations in which the applicant can demonstrate a significant stake.	• Sustained level of excellence and impact in creative endeavors and/or research which can be demonstrated to have contributed to advancement of the field. • National or international recognition for research and creative activities. • Major grants and commissions. • Significant publications. • Works that demonstrate innovation within a discipline or across multiple disciplines.
Engaged Service and Outreach Service to the University, department, college and professional community. Service within the home unit as assigned through committee membership and governance. Outreach to the profession and community as appropriate to discipline and rank.	• Significant service to unit, school, university and professional community. • Outreach activities that demonstrably enhance the profile of the CFA and university. • Participation in governance at the unit, school and/or college level. • Participation in governance at the university level.	• Evidence of productive and engaged service to unit, school, college, university, professional community and the broader public sphere as relevant to teaching and research. • Sustained service leadership • Sustained outreach activity.

CFA Promotion Criteria Grid - Career Track

	Associate Professor of Practice	Professor of Practice
Effective Teaching Effective teaching is requirement for promotion as documented in student evaluations, peer reviews, course creation and curriculum development.	• Excellence in teaching • Well-constructed syllabi and course materials that are aligned to the level of instruction. • Designing environments where students learn to articulate issues and solve problems. • Decisions that lead to improved classroom experiences. • Expansive classroom approaches that engage and support students with different backgrounds and abilities. • Accessible learning environments. • Advising and mentoring of graduate students, including the effective supervision of GTAs.	• Sustained Excellence in teaching. • Leadership in School's academic program development. • Recognition as a teacher through awards or other documentation. • Record of sustained advising and mentoring of undergraduate and graduate students, including the effective supervision of GTAs. • Membership on graduate committees, dissertation committees, honors theses, etc. (as applicable).
Impactful Research Consistent with the faculty member's workload assignment, faculty should demonstrate meaningful contributions to their discipline through measures of research/creative activity achievements. Criteria recognize both original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship in alignment with the university's statement on Public and Community-Engaged Scholarship.	• If a part of workload. • Performances, productions, exhibitions, commissioned works and publications. • Grants, contracts, fellowships and awards. • Collaborations in which the applicant can demonstrate a significant stake.	• If a part of workload. • National or international recognition for research and creative activities. • Grants and commissions. • Publications. • Works that demonstrate innovation within a discipline or across multiple disciplines.
Engaged Service and Outreach Service to the University, department, college and professional community. Service within the home unit as assigned through committee membership and governance. Outreach to the profession and community as appropriate to discipline and rank.	• Significant service to unit, school, university and professional community. • Outreach activities that enhance the profile of the CFA and university. • Participation in governance at the unit, school and/or college level. • Participation in governance at the university level.	• Evidence of productive and engaged service to unit, school, college, university, professional community and the broader public sphere as relevant to teaching and research. • Sustained service leadership. • Sustained outreach activity.

CFA Promotion Criteria Grid - Career Track

	Senior Lecturer	Principle Lecturer
Effective Teaching Effective teaching is requirement for promotion as documented in student evaluations, peer reviews, course creation and curriculum development.	• Excellence in teaching • Well-constructed syllabi and course materials that are aligned to the level of instruction. • Designing environments where students learn to articulate issues and solve problems. • Decisions that lead to improved classroom experiences. • Expansive classroom approaches that engage and support students with different backgrounds and abilities. • Accessible learning environments.	• Sustained Excellence in teaching. • Participation in School's academic program development. • Recognition as a teacher through awards or other documentation. • Record of sustained advising and mentoring of undergraduate students.
Engaged Service and Outreach Service to the University, department, college and professional community as per workload. Service within the home unit as assigned through committee membership and governance. Outreach to the profession and community as appropriate to discipline and rank.	• If a part of workload. • Service to unit, school, university and professional community as appropriate. • Outreach activities that enhance the profile of the CFA and university. • Participation in governance at the unit, school and/or college level. • Participation in governance at the university level.	• If a part of workload. • Evidence of productive and engaged service to unit, school, college, university, professional community and the broader public sphere as relevant to teaching. • Sustained service. • Sustained outreach.