

COLLEGE OF HUMANITIES
GUIDELINES FOR APPOINTMENT, EVALUATION, AND PROMOTION
FOR CAREER-TRACK
ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS AND PROFESSORS

Date: April 14, 2015; Revised October 13, 2017, Revised November 8, 2018

Authors: Dean's Advisory Committee

According to the definitions in the [University Handbook for Appointed Personnel](#) (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 who 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.¹ For the career-track designation, appointments must be at least .5 FTE and benefits eligible. 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 generally have more limited duties than career-track professors.

Faculty in career-track (CT) professor positions may teach undergraduate courses, but also have substantial responsibility in one or more of the following areas: teaching graduate courses, conducting scholarship/research, and other mission-critical work, such as leadership in curriculum design, assessment, advising, program management, etc.

I. GENERAL CONSIDERATIONS

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

The components below may be included in the workload allocation:

1. A defined expectation of "teaching load." This may be measured by the total number of courses per year, total number of preparations, the number of new courses taught, and/or student credit hours.
2. A defined component of scholarship as agreed upon by the unit head and the faculty member.
3. A defined component of non-teaching duties such as service to the unit, college, campus or discipline.

¹ The *non-tenure eligible* designation is used for visiting, adjunct, part-time, and limited term faculty. It is also used for secondary titles for continuing-status professionals, career-track faculty, and administrators, and for courtesy appointments for tenure-track faculty.

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. Faculty members have the right to appeal changes in workload assignments and related procedures such as annual reviews, as specified in [UHAP 3.2.](#) and [UHAP Chapter 6.](#)

II. CRITERIA FOR APPOINTMENT AND PROMOTION

The following criteria will be used for appointments and promotions of CT professors at all ranks.

Teaching and Supervision

When teaching is a central part of the candidate's workload, s/he must have established a consistent record of excellent teaching. Where applicable to the workload as defined by the unit, the faculty member must also have demonstrated excellence in supervising and administering GATs and instructors. Evaluation of performance in this category must be consistent with the standards of the unit and will be made on the basis of a) course syllabi and other course and classroom materials b) students' course evaluations, c) peer evaluations, including reports from classroom observations and d) any other relevant evidence such as new approaches, workshops taken, etc.

Scholarly Activity

When scholarly activity is a central part of the faculty member's workload, measures of scholarly achievement might include, but are not limited to, the following: publications; evaluations from independent external reviewers; grants, contracts, and awards; and invitations to deliver papers at professional meetings, university lecture series, and national or international workshops and conferences. Consistent with a broad definition of public scholarship, candidates may also engage in the dissemination of knowledge to non-academic publics by publishing in trade publications specific to their fields, magazines, newsletters, electronic sites, and other media. Research-based contributions to outside institutions, communities, or businesses are considered important as well. Evaluation of these publications will be based on their strategic value to the field and on the extent to which they effectively represent the candidates as experts in their areas of knowledge.

Service, Outreach, and Administration

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

Examples of service contributions may include, but are not limited to:

- Serving on department committees;
- Participating in recruiting and retention activities;
- Chairing committees and serving on college or university committees is not mandatory but constitutes important evidence of excellence;
- Actively participating in faculty governance in the unit or college
- Participating in activities of professional societies or organizations in one's discipline;
- Applying one's expertise to address local, regional, national or international issues;

- Service to professional organizations, advisory committees, professional journals, and groups working on issues important to the local community, the state, and the nation;
- Providing non-credit courses, extension programs, or short courses to governmental agencies and professional organizations;
- Presenting community lectures or performances;
- Technical reports to outside communities;
- Articles for popular and special interest publications;
- Online resources developed for communities, businesses, agencies, or disciplinary associations;
- Expert testimony or consultation inside or outside the University.

In some cases, one or more of these items can be counted as “Scholarly Activity” depending on departmental criteria, the faculty member’s field(s) of expertise, and the particular workload responsibilities.

Professionalism and Collegiality

Integral to a faculty member’s professional responsibilities are the standards of professionalism and collegiality with units across campus, the city, the state, and the nation. All of these activities outlined above require the highest level of professionalism and collegiality.

In addition to the criteria detailed above, the following should be considered for each rank:

A. CRITERIA FOR APPOINTMENT AS CAREER-TRACK (CT) ASSISTANT PROFESSOR

Appointment as CT Assistant Professor will be recommended largely on evidence of adequate training, depth of knowledge in the faculty member’s specialty, and the promise of undertaking high quality teaching, scholarship, and/or service. Satisfactory completion of a terminal degree in the relevant field is typically required.

B. CRITERIA FOR PROMOTION TO CAREER-TRACK (CT) ASSOCIATE PROFESSOR

In all cases, in addition to the qualifications required of a CT Assistant Professor, promotion to CT Associate Professor requires evidence of an established and productive career. CT Associate Professors should have contributed significantly to the unit, to the college, and/or to their field in teaching, scholarship, and/or service. Candidates for promotion to CT Associate Professor should be able to demonstrate additional experience and expertise beyond that required of a CT Assistant Professor.

CT Assistant Professors must have served a minimum of three years at greater than or equal to .5 FTE in the Assistant Professor rank to be eligible for promotion to CT Associate Professor. If this has not happened by the fifth year as an Assistant Professor, the faculty member must be informed by the department head in writing that he or she has the right to be reviewed for promotion to CT Associate Professor. Promotion reviews for CT faculty are not mandatory, but a faculty member may elect to be reviewed.

Evidence for promotion might include, but is not limited to:

- Research-based teaching innovations;
- Experience with advancing broader curricular reforms;
- Recognized contributions to the scholarship of teaching such as conference presentations.

C. CRITERIA FOR PROMOTION TO CAREER-TRACK (CT) PROFESSOR

A CT Professor must have achieved state and national recognition among peers and should bring distinction to his/her unit and college through teaching, scholarship, and/or service at the unit, college and university levels. Candidates for promotion to CT Professor should demonstrate additional impact and recognition beyond that expected for an Associate Professor.

A CT Associate Professor must have served a minimum of three years at greater than or equal to .5 FTE in the Associate rank to be eligible for promotion to CT Professor. If this has not happened by the fifth year as an Associate Professor, then the faculty member must be informed by the department head in writing that he or she has the right to be reviewed for promotion to CT Professor. Promotion reviews for CT faculty are not mandatory, but a faculty member may elect to be reviewed.

Evidence for promotion might include, but is not limited to:

- Leadership of high-impact innovations;
- Awards and other recognition of teaching effectiveness;
- Institutional and recognized contributions to the scholarship of teaching such as publications, presentations, and the adoptions of teaching innovations at other institutions.

III. GENERAL PROCEDURES FOR PROMOTION

Information on the promotion review process is included in [UHAP chapter 3.3.03](#). 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 not applicable if they are not relevant to the candidate's assigned duties. In the College of Humanities, evaluations from external reviewers (section 10) are not required. For career-track professors whose duties are largely confined to teaching, these sections of the promotion dossier should be submitted:

For candidates:

- Dossier Section 1: Summary Data Sheet
- Dossier Section 2: Summary of Candidate's Workload Assignment
- Dossier Section 3: Departmental & College Promotion Criteria (this document)
- Dossier Section 4: Curriculum Vitae & List of Collaborators
- Dossier Section 5: Candidate Statement
- Dossier Section 6: Teaching Portfolio

If candidates wish to document their leadership of curricular and outreach initiatives, and/or significant contributions to interdisciplinary programs, they may add the following sections to their dossier:

- Dossier Section 8: Optional Service and Outreach Portfolio
- Dossier Section 9: Membership in GIDPs or Other Interdisciplinary Programs
- Appendix E: Sample Letter for Research Collaborator and Professional Client, or Other Community Collaborator

For evaluators:

- Dossier Section 7: Evaluation of Teaching & Advising (performed by the department committee)
- Dossier Section 11: Recommendations for Promotion (performed by department and college evaluators)

Reviews of dossiers will involve the following levels:

1. Departmental Promotion and Tenure Committee. This committee can be constituted as an ad hoc committee and should include, where possible, at least one CT faculty member of higher rank than the candidate for promotion.
2. Department or program head
3. College Promotion Review Committee. This committee should include two members of that year's Promotion and Tenure Committee, one member from outside the college, and where possible, at least two CT faculty members whose rank is higher than that of the candidate. One member of the committee may fulfill multiple roles (e.g., an external member who is also CT faculty), but there should be a minimum of 5 members.
4. Dean of the College
5. Provost

Note: The review process for CT faculty does not include the university-wide promotion and tenure committee.

IV. ANNUAL REVIEWS/EVALUATION OF CT FACULTY

Each CT faculty must be reviewed annually in accordance with the unit's annual review. The unit head or director will provide annual reviews to the CT faculty that include a summary of evaluation and a statement of progress towards promotion, when applicable. As specified in the position descriptions, the contributions of CT faculty will be assessed using the criteria specified above for teaching and supervision, scholarly activity, and service, outreach and administration.

Dismissals, non-renewals, and terminations of faculty appointments are governed by UHAP policy 3.4.03 (<http://policy.arizona.edu/employmenthuman-resources/suspensions-and-terminations-faculty-appointments>).

V. Remuneration for promotion to associate or full professor will be consistent with that established by COH for promotion for tenure-track faculty.

COLLEGE OF HUMANITIES
GUIDELINES FOR APPOINTMENT, EVALUATION, AND PROMOTION
FOR CAREER-TRACK
LECTURERS / SENIOR LECTURERS / PRINCIPAL LECTURERS

Date: May 1, 2013; Revised November 10, 2017, Revised November 8, 2018

Authors: Dean's Advisory Committee

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Career-track (CT) lecturers are typically faculty members whose duties involve primarily the undergraduate educational mission of the College of Humanities. Lecturers' duties are typically limited in scope compared to those of CT professors.

I. CRITERIA FOR APPOINTMENT AND PROMOTION

A. CRITERIA FOR APPOINTMENT AS LECTURER

Appointment at the level of Lecturer is based on accomplishment and promise as a University-level educator, which can include program development, advising, and educational research. Satisfactory completion of a terminal degree in the relevant field is typically required.

B. CRITERIA FOR PROMOTION TO SENIOR LECTURER

Promotion to the level of Senior Lecturer is based chiefly on the quality and extent of a candidate's teaching performance and experience and possibly contributions beyond the classroom when those are clearly connected to a candidate's workload. CT Lecturers must have served a minimum of three years at greater than or equal to .5 FTE in Lecturer rank to be eligible for promotion to CT Senior Lecturer. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (including favorable to outstanding evaluations by students and peers) and show continuing promise, where appropriate, of excellent contributions beyond the classroom.

¹ *The non-tenure eligible designation* is used for visiting, adjunct, part-time, and limited term faculty. It is also used for secondary titles for continuing-status professionals, career-track faculty, administrators, and for courtesy appointments for tenure-track faculty.

TEACHING

Evidence for 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;
- Being available outside the classroom for more in-depth instruction and mentoring.

SERVICE/OUTREACH

When service/outreach is part of a Lecturer's workload, evidence of excellence may include, but is not limited to:

- Serving on department committees;
- Participating in recruiting and retention activities;
- Actively participating in departmental events;
- Participating in peer review activities;
- Participating in activities of professional societies or organizations in one's discipline.

C. CRITERIA FOR PROMOTION TO PRINCIPAL LECTURER

As with promotion to Senior Lecturer, promotion to the level of Principal Lecturer is based chiefly on the quality and extent of a candidate's teaching performance and experience and possibly contributions beyond the classroom when those are clearly connected to a candidate's workload. CT Senior Lecturers must have served a minimum of three years at greater than or equal to .5 FTE in the Senior Lecturer rank to be eligible for promotion to CT Principal Lecturer. The individual should possess documented excellent teaching skills comparable to those of tenure-track faculty (including favorable to outstanding evaluations by students and peers) and show the achievement, where appropriate, of excellent contributions beyond the classroom.

Evidence of excellence in TEACHING may include, but is not limited to:

- Development of new courses;
- Exploration of innovative teaching techniques;
- Advising independent studies;
- Mentoring students regarding careers and academic life.

Evidence of excellence in SERVICE may include, but is not limited to:

- Participating in departmental, university or national committees;
- Participating in recruiting and retention activities;
- Sponsoring academic clubs, activities or workshops;
- Acquiring funds for academic, educational, or outreach activities;
- Mentoring junior faculty.

II. GENERAL PROCEDURES FOR APPOINTMENT AND PROMOTION

Initial Appointment:

In the COH, all requests for initial appointment as Lecturer undergo review at the department level. Applications are reviewed by a department search committee set up for each case, which normally should include one ad hoc member knowledgeable about lecturer responsibilities and roles. The committee's recommendation goes to the department head and, with his or her recommendation, is then forwarded to the COH Dean. The Dean can finally make such appointments at his or her level, as long as they are funded within a College budget approved by the Provost.

Review for Promotion:

Promotion reviews shall be conducted by a departmental review committee, as well as the appropriate Department Head and Dean, before the Dean decides on each such promotion.

Information on the promotion review process is included in [UHAP chapter 3.3.03](#). Career-track Lecturers should submit a dossier/portfolio that utilizes appropriate dossier templates and documentation provided by the Vice Provost for Faculty Affairs. Templates are available on the Vice Provost for Faculty Affairs [website](#).

Dossiers should include:

- Dossier Section 1: Summary Data Sheet
- Dossier Section 2: Summary of Candidate's Workload Assignment
- Dossier Section 3: Departmental & College Promotion Criteria (this document)
- Dossier Section 4: Curriculum Vitae
- Dossier Section 5: Candidate Statement
- Dossier Section 6: Teaching Portfolio

Evaluators' reviews should include:

- An evaluation of teaching, including a review of student evaluations and peer observation of teaching.
- Where relevant, an evaluation of service and outreach.

Reviews of CT Lecturer dossiers will involve the following levels:

1. Departmental Promotion Review Committee. This committee can be constituted as an ad hoc committee and should include, where possible, at least one CT faculty member of higher rank than the candidate for promotion. Departmental committees should provide an overall recommendation to the unit head/director including the evaluative documentation outlined above.
2. The unit head/director should provide an overall recommendation to the Dean of the College.
3. The Dean of the College will make the final determination for promotion.

The review process for CT faculty does not include a review by college-level or university-wide promotion and tenure committees.

III. ANNUAL REVIEWS/EVALUATION OF CT FACULTY

Each CT faculty must be reviewed annually in accordance with the unit's annual review process. The unit head or director will provide annual reviews to the CT faculty that includes a summary of evaluation. As specified in the position descriptions, the contributions of CT faculty will be assessed using the criteria specified above for teaching and supervision, and service, outreach and administration.

Dismissals, non-renewals, and terminations of faculty appointments are governed by UHAP policy 3.4.03 (<http://policy.arizona.edu/employmenthuman-resources/suspensions-and-terminations-faculty-appointments>).