

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

Authors: Dean's Advisory Committee

CAREER-TRACK (CT) ASSISTANT PROFESSORS, ASSOCIATE PROFESSORS, AND PROFESSORS

Career-track Assistant Professors, Associate Professors and Professors are nontenure-eligible employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, *et seq.*) The University of Arizona uses the term “career-track” instead of “nontenure-eligible” in the faculty member’s title. According to the Office of the Provost, faculty in these positions may teach undergraduate courses, but also have substantial responsibility in one or more of the following areas: teaching graduate or clinical courses, conducting scholarship/research, and other mission-critical work such as leadership in curriculum design, assessment, advising, program management, etc. Professors with “visiting” in their titles are not eligible for the “career-track” designation and their titles will retain the “nontenure-eligible” designation.

I. GENERAL CONSIDERATIONS

Career-track (CT) faculty in COH 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 letters of appointment must include a formula for annual evaluations 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.” 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.

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 3.2.03 and UHAP Chapter 6.

II. CRITERIA FOR APPOINTMENT, EVALUATION, AND PROMOTION

The following criteria will be used for appointments, promotions, and annual reviews of CT faculty.

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 GAT's and instructors. Evaluation of performance in this category must be consistent with those 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. All of the above should be presented in a Teaching Portfolio submitted by each candidate. The candidate should refer to the Provost's *Guidelines for Teaching Portfolios* for information on the applicable and appropriate material to include.

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; 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, and 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, on-going engagement within the university and with local, regional, and/or national constituencies is expected.

Evidence of excellence in this category should include contributing to the activities of departmental committees or other department-level service. Chairing committees and serving on college or university level committees is not mandatory but constitutes important evidence of excellence. Evidence of contributing to the broader profession includes service to professional organizations, advisory committees, professional journals, and groups working on issues important to the local community, the state, and the nation. Service contributions can vary depending on the duties and workload allocation set forth by the unit head and the COH Dean's office. An example of service contributions may include:

Serving on campus committees and teams;

Actively participating in faculty governance in a unit or college, or participating in activities of professional societies or organizations in one's discipline;

Applying one's expertise to address local, regional, national or international issues;

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 candidate's field(s) of expertise, and on the particular workload responsibilities of the candidate.

Professionalism and Collegiality

An integral part of 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.

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

Appointment as 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.

B. CRITERIA FOR PROMOTION OR APPOINTMENT AS CAREER-TRACK (CT) ASSOCIATE PROFESSOR

In all cases, in addition to the qualifications required of a CT Assistant Professor, appointment as or promotion to Associate Professor requires evidence of an established and productive career. A CT Associate Professor should have contributed significantly to the unit, to the college, or to his or her field in teaching, scholarship, and/or service. A CT Assistant Professor may be recommended for promotion to the rank of Associate Professor at any time. If this has not happened by the fifth year as an Assistant 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 Associate Professor. A review will be conducted unless the faculty member declines in writing.

C. CRITERIA FOR PROMOTION OR APPOINTMENT AS 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.

A CT Associate Professor may be recommended for promotion to the rank of Professor at any time. 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. A review will be conducted unless the faculty member declines in writing.

D. ANNUAL REVIEW OF CT FACULTY

Each CT faculty must complete an annual review packet that reflects his or her teaching, scholarship, and/or service. The unit head or director will provide annual reviews to the CT faculty that include a letter of evaluation and a statement of progress towards renewal of the contract and promotion. 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>).

III. THE REVIEW PROCESS FOR CANDIDATES FOR PROMOTION

As per the Office of the Vice Provost for Faculty Affairs, CT faculty under consideration for promotion must complete a dossier identical to that completed by tenure-track faculty, but following the guidelines and instructions as set forth in this document. Letters from outside evaluators and collaborators are not required for CT faculty but may be included if the candidate so wishes. Directions on preparing dossiers can be found on the Provost's webpage under Faculty Affairs (<http://facultyaffairs.arizona.edu/career-track-faculty>).

Reviews of career-track faculty dossiers will involve the following levels:

1. Departmental committee on faculty status: 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 committee on faculty status: This committee should include 2 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. Since the category of CT faculty is a relatively new one in COH, the traditional Promotion and Tenure Committee may need to be used for the promotion process. The Dean's Advisory Council (DAC) will revisit the constituency of the committee in several years if more CT faculty are hired.
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. Remuneration for promotion to associate or full professor will be consistent with that established by COH for promotion for tenure-track faculty.