

COLLEGE OF HUMANITIES

GUIDELINES FOR APPOINTMENT, PROMOTION, AND CONTINUING STATUS FOR CONTINUING- ELIGIBLE ACADEMIC PROFESSIONALS

Date: Approved May 2014 by the Dean’s Advisory Council
Approved June 2014 by Vice Provost Thomas Miller
Revised July 2014 to comply with University Revisions

I. Criteria for Appointment, Promotion, and Continuing Status

Academic professionals hired into continuing-eligible positions must have demonstrated experience conducting the types of professional activities that are required by the position. Candidates are hired with the hope that they will earn continuing status. It is therefore essential that the workload responsibilities of continuing-status-eligible scholars, including what counts as “Scholarly Activity” (see I-B below), and the percentage of time to be spent on each workload area, are clearly defined at the time of hire and are reviewed each academic year. These duties and responsibilities must be clearly specified in the letter of offer. There can be changes in these as years go by, but these must be specified in writing in documents signed by both the supervisor and the continuing-eligible academic professional.

Units in which a continuing-eligible candidate holds an appointment and/or participates, the College, and the University all have an important interest in continuing-status decision. Continuing status should be granted only to candidates who have demonstrated excellence, as well as a promise of continued excellence in the future, in the categories outlined below. In all cases, college-level evaluations should be carried out in accordance with the workload and responsibilities of the candidate’s position and in accordance with all relevant unit-level and college-level guidelines.

A. Teaching and Supervision

When teaching is part of the candidate’s workload, the candidate must have established a consistent record of excellent teaching. When applicable to the professional’s defined workload, the candidate should also have demonstrated excellence in supervising and administering the teaching of others, such as GATs and instructors. Evaluations of performance in this category must be consistent with those of the unit. Evaluation shall be made on the basis of a) course syllabi and other course materials, b) peer evaluations, including reports from classroom observations, c) students’ course evaluations, and d) any other relevant evidence presented. All of this should be documented, if teaching is part of the workload, in a Teaching Portfolio submitted by each candidate, which should include all the applicable and appropriate material in the current Provost’s *Guidelines for Teaching Portfolios*.

B. Scholarly Activity

The College of Humanities requires evidence that distinction has been achieved in scholarly activity. Scholarly activity is defined broadly as employing intellectual and creative resources in the service of the obligations of the position. The quantity of scholarly production may vary by position, discipline, and job description. Nonetheless, the candidate should have established a strong record of scholarly activity and evidence of leadership in his or her field that indicates an emerging reputation of distinction at the regional and national level and a promise of sustained contribution into the future.

Measures of achievement include, but are not limited to, 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. Where applicable, publications should be peer-reviewed and of sufficient quantity to establish an emerging regional and national reputation and to ensure a sustained contribution into the future. 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. Major research-based contributions to outside institutions, communities, or businesses are considered to be of great value in continuing-eligible positions where they are part of the defined workload. Evaluation of these publications will be on the basis of their strategic value to the field and on the extent to which they effectively represent the candidates as experts in their areas of knowledge.

C. Service, Outreach, and Administration

The habit of service and outreach is an integral component of the scholarly enterprise. Active and high-quality engagement within the university and with local, regional, and 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 when demonstrated in the dossier constitutes important additional evidence of excellence. Candidates should also show evidence of contributing to the broader profession through activities such as service to professional organizations, advisory committees, professional journals, and groups working on issues important to the local community, the state, and the nation. Depending on the duties prescribed for the position, such service contributions can include:

- serving on campus committees and teams;
- actively participating in faculty governance at unit, college or university levels;
- participating in activities of professional societies or organizations in one's discipline;
- 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 the particular workload responsibilities of the candidate.

D. Professionalism and Collegiality

Integral to the three principal areas of responsibility outlined above are the standards of professionalism and collegiality. It is expected that continuing-eligible academic professionals will have actively participated in building and maintaining partnerships with other academic departments and support units across campus, as relevant. Academic professionals should also develop links with local, regional, and national constituencies. All of these activities require the highest level of professionalism and collegiality.

II. General Procedures for Continuing Status Reviews

The President of the University may grant continuing status to continuing-eligible personnel on the recommendation of the Head/Director of the local unit, the Dean of the College, and the Provost, acting on the advice of the appropriate standing committees on continuing status. Continuing status may be granted at any time during the first six years (seven if the provost has previously granted the candidate a one-year “parental delay” or other delay).

College procedures for continuing status reviews are intended to ensure a fair process for all candidates. Academic professionals who hold continuing-eligible or continuing appointments are subject to continuing status and promotion procedures as stipulated by the Arizona Board of Regents Policy Manual, Chapter 4, 4A.3 of the *University Handbook for Appointment Personnel*, and the most current guidelines for dossier preparation from the Provost’s office.

In accordance with the *University Handbook for Appointed Personnel 4A.3*, if at any time the College of Humanities has three or more academic professionals with continuing status, a standing committee on continuing status will be created at the college level. When there are fewer than three personnel with continuing status, for the purpose of continuing-status reviews, an ad hoc college-level Continuing Status Committee will be formed in any year when continuing-eligible personnel are under review. Committee membership will typically include some members of the college-level Promotion and Tenure Committee, augmented by no fewer than three continuing-status professionals from COH and/or other campus units. Care will be taken to insure that at least some members of the committee have expertise in areas related to the candidates’ specializations.

The Continuing Status Committee will evaluate all continuing-status candidate dossiers and, following University stipulations, make a recommendation to the Dean of the college. If there has been previous input from a continuing-status review committee at the unit level, members from that unit may not be present for discussions concerning candidates from their own department, nor may they vote on those cases. However, if there is no committee for continuing status at the department level, the augmented committee will ideally include a member from the candidate’s unit, and that member will not have to recuse himself or herself, nor abstain from voting. Also, if there is no departmental committee, the head of the continuing-status candidate’s home department will submit a review to the college committee.

Upon receiving the committee’s recommendation, the Dean reviews the committee findings and forwards his/her recommendation to the University-Wide Committee on Continuing Status.