

DEPARTMENT OF ENGLISH
POLICY ON PROFESSOR, CAREER-TRACK POSITIONS
UNIVERSITY OF ARIZONA

The title *Professor, Career-Track* describes a non-tenure-eligible faculty member whose primary responsibilities are teaching courses and administering programs in a manner that advances the educational mission of the university in a significant way. Ordinarily these positions in the English Department are reserved for faculty for whom teaching represents the bulk of the workload allocation (between 60-80%), but whose responsibilities also include service, administration, and in rare instances, research.

Career-track professors may be appointed for a period of more than one academic or fiscal year, but not more than three academic or fiscal years at a time, as set forth in Arizona Board of Regents (ABOR) Policy 6-201(C). Career-track professors are usually appointed at 0.5 full-time equivalent (FTE) or higher and are eligible for all benefits available to similarly appointed employees at the university. Renewal of such appointments is at the discretion of the unit head and the dean. Renewal of the appointment will be based upon the availability of funds and upon annual performance reviews by the unit head in consultation with the dean.

According to [UHAP 3.3.03.b](#), promotion requires excellent performance and the promise of continued excellence in teaching and service as determined by the specific duties assigned to the individual faculty member. For standards of professional conduct, UHAP 3.3.03.b refers to the Statement on Professional Conduct in UHAP 7.01.01, which sets out the expectation that faculty will uphold scholarly standards, maintain intellectual honesty, and "respect the dignity of others," including their "right to express differing opinions."

Criteria for appointment and promotion by rank are subject to periodic review and revision as necessary.

MINIMUM QUALIFICATIONS FOR HIRE BY RANK

Assistant Professor

Terminal degree or equivalent experience in English or a related field. Program degree requirements may differ.

- Established record of achievement with recognized expertise as documented in strong letters of recommendation from collaborators and supervisors.
- Demonstrated success in academic instruction as evidenced by strong student evaluations, a teaching portfolio that documents the candidate's understanding of curriculum design and outcomes assessment, and peer reviews that demonstrate candidates' teaching effectiveness.
- Demonstrated potential for success in service & outreach; administration (as appropriate); and/or scholarship/creative work (as appropriate).

Associate Professor

- Same qualifications as for Assistant Professor, in addition to which the individual has taught ≥ 6 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience.
- Additional experience and expertise beyond that for an Assistant Professor, including but not restricted to

research-based teaching innovations, experience with advancing broader curricular reforms, and recognized contributions to the scholarship of teaching such as conference presentations.

- Demonstrated success in service & outreach; administration (as appropriate); and/or scholarship/creative work (as appropriate).

Full Professor

- Same qualifications as for Associate Professor, in addition to which the individual has taught ≥ 9 years at the UA at $\geq .5$ FTE. Commensurate service may be considered when determining years of experience.
- Additional impact and recognition beyond that is expected for an Associate Professor, including but not restricted to leadership of high-impact innovations, awards and other recognition of teaching effectiveness, and institutional and recognized contributions to the scholarship of teaching such as publications, presentations, and the adoptions of teaching innovations at other institutions.
- Additional impact and recognition beyond that which is expected for an Associate Professor with regard to service & outreach; administration (as appropriate); and/or scholarship/creative work (as appropriate).

LOGISTICS

1. Putting together committees

Units should constitute a committee in the fall of the year that the promotion review is to occur. Committees should include a majority of Career-Track faculty but should also include Tenured and/or Continuing Status faculty who are rank-eligible (meaning, *Associate* or higher for service on a committee for promotion to Associate Professor; *Full* for service on committees for promotion to Full Professor). The committee should be diverse with respect to gender, ethnicity, and intellectual foundations and should include faculty with expertise in the areas of the faculty member seeking promotion. In the event that the unit does not have sufficient and appropriate rank-eligible faculty members to constitute the committee, the unit head will seek the approval of the Associate Dean for Faculty Affairs and Inclusion to constitute an appropriate review committee, usually called an interdisciplinary or ad hoc committee. The promotion committee will be formed by the Department Head in consultation with Program Director(s) affected by promotion request(s) and approved by Department Council.

2. Timing of reviews

In SBS, the minimum duration of service required before consideration for promotion is normally six years of full time service. Candidates for promotion may request credit toward years of service through previous commensurate service. Departmental review committee is formed by Department Head in consultation with Program Director(s) affected by promotion request(s) and approved by department council.

Timetable for departments and college to follow:

- Mid -Spring - Professor indicates interest in applying for promotion to department head/director
- Early Fall - Candidate submits Dossier for review
- By mid-October - Departmental review committee meets; submission of Department Committee Report to unit head/department head
- By winter break – Unit head submits recommendation letter to the SBS Dean’s Office for review

- E. By Spring break – Dean informs candidate of Promotion decision
- F. Off-cycle evaluations may be considered on a case-by-case basis

PROCEDURES FOR PROMOTION

Career-Track faculty with “Professor” titles must submit a **Dossier** for evaluation. Complete requirements are available in the document [SBS Information for Career-Track \(Non-Tenure\) Promotion Reviews](#).

- Faculty use the same Dossier Template Promotion and Tenure (P&T), and the CV and Candidate Statement should also be in the same format as required in the P&T Dossier.
- Letters from Outside Evaluators, which are required for P&T, are *not* required in Career-Track Promotion cases.
- As with P&T, dossiers should include a Department Committee Report, the Department Head/Director Recommendation, and the Dean’s Recommendation.

Criteria for Promotion

The Department of English includes multiple undergraduate and graduate programs that work together to deliver instruction to students at the University of Arizona.

Career-Track Professors typically work within the Writing Program, but may also work in other programs, such as teaching or administering programs for undergraduates in the department, college, or university. The promotion criteria are based on an explicit relationship between the candidate’s work percentages and the candidate’s performance. A research component in workload will be developed in consultation with the Program and Department Head prior to workload adjustments and/or promotion.

Qualifications for reappointment and promotion for Career-Track professors in the Department of English include strong performance during one’s eligible full time (above .5 FTE) employment at the university in the areas of (1) teaching and supervision; (2) service and outreach; and, if within the range of responsibilities per the workload (3) administration (to department programs, the college, and university), and/or (4) scholarship/creative work. Distribution of effort in each category will be stipulated in the faculty member’s contract and will depend on the primary function of the individual within the unit.

Career-Track Professor ranks are reserved for faculty primarily responsible for instruction, supervision, and administrative leadership. Contributions in excess of or outside of a candidate’s workload assignment are not considered, except when research, service, or outreach informs the candidate’s primary responsibilities. In this case, they may be considered “supplementary evidence” (see Section 4).

1. TEACHING AND SUPERVISION

Excellent teaching is marked by the instructor’s contributions to the Writing Program, the English Department, the College of SBS, and/or contribution to University-wide initiatives, such as Writing Across the Curriculum or Writing in the Disciplines.

For promotion to **ASSOCIATE PROFESSOR**, candidates must present evidence of successful teaching. They should be engaged in educating individual students at the highest level. Exceptional contributions through service

should be considered.

Excellence can be measured by, but is not limited to:

- Excellent peer and administrative evaluations and observations,
- Relevant course and curriculum development, revision, and/or direction of curricular programs,
- Excellent scores in student evaluations chosen for program-wide use,
- Instructional innovations,
- Design and distribution of teaching materials,
- Evidence of excellence in mentoring and advising and student supervision (practica, internships, student teaching),
- Participation as requested with theses and dissertations,
- Exceptional load (course, advising, student committees),
- Availability outside the classroom for further instruction and advice,

For promotion to **FULL PROFESSOR**, candidates must present evidence of continued high quality teaching and mentoring per the above as well as additional contributions as indicated below.

Excellence can be measured by, but is not limited to:

- Teaching honors and awards and/or evidence of student success,
- Grants for teaching innovations,
- Selection to teach in prestigious programs and achievements by students,
- Mentoring and collaboration with undergraduate and graduate students and teachers in the field,
- Mentoring of other professionals throughout the academic community.

2. SERVICE and OUTREACH

Service activities include service on Writing Program, departmental, college, and University committees; service to professional associations; and service on public committees where faculty disciplinary knowledge is required. The English Department recognizes that both here at the University of Arizona and nationally, women and people of color have been tasked with a disproportionate amount of service. We identify the below criteria with attention to the need to distribute service equally across faculty in the department so as not to (re)produce unacceptable burdens to some of our colleagues.

The department encourages contributions relative to service pertaining to the scholarship of engagement (Boyers, 1990), which may extend to those involved within or outside the University by involving the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers. Outreach involves delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University, College, and department missions.

For promotion to **ASSOCIATE PROFESSOR**, evidence should reflect on the candidate's emerging status as a faculty

member whose service-related work is found to be professionally respected and valued, and that demonstrates the ability of the candidate to find linkages between their professional work and the needs of both internal and external audiences.

Excellence can be measured by, but is not limited to:

- Service on campus committees and teams,
- Leading groups, committees, or teams internal to the program or department,
- Organizing and implementing initiatives or events for the program or department,
- Assisting other departments or units on matters that involve curricular expertise (Wildcat Writers, WAC, tutoring, etc.),
- Serving on and/or leading groups, committees, or teams external to the program or department as a representative of the program or department (both internal and external to the university).

For promotion to **FULL PROFESSOR**, candidates must have accepted much more service responsibility and leadership than that required for lower ranks. Examples of service responsibilities can be referenced from the list indicated above as well as these additional:

- Coordinating of program review and/or assessment,
- Program data collection and analysis,
- Instructional staff management,
- Admissions and completion procedures coordination,
- Designing and developing literacy events and activities,
- Professional development and/or mentoring,
- Scholarly work related to *service* assignments related to the profession (might include, but are not limited to):
 - Presenting and/or participating at local, national, or international conferences,
 - Participation in professional associations and/or on professional review panels,
 - Participating in peer review processes for journal articles, grants, and proposals,
 - Technical reports to outside communities,
 - Articles for popular and special interest publications,
 - Online resources developed for communities, businesses, agencies, or disciplinary associations.

3. ADMINISTRATION (as appropriate, based on work assignment)

Excellent administration and leadership is marked by the instructor's contributions to the English Department, the College of SBS, and/or contribution to University-wide initiatives, such as Writing Across the Curriculum or Writing in the Disciplines programs. Administrative activities fall into one of three categories: (1) indirect and/or direct support of student instruction; (2) leadership positions internal to the faculty member's unit and/or department; and (3) leadership positions external to the faculty member's unit and/or department.

For promotion to **ASSOCIATE PROFESSOR**, evidence should indicate that the candidate regularly contributes to the functional curricular and administrative responsibilities of the home unit and/or department. Evidence should indicate that the candidate has begun to develop a habit of leadership that is found to be professionally respected

and valued, and that demonstrates the ability of the candidate to find linkages between their professional work and the needs of both internal and external audiences.

Excellence can be measured by, but is not limited to:

- Instructional department/unit/program development and coordination,
- Creation of department/unit/program curricular materials and resources,
- Support and leadership for department/ unit/program initiatives and activities,
- Grant and proposal submissions related to *administrative* responsibilities,
- Budget management,
- Instructional program evaluation.

For promotion to **FULL PROFESSOR**, candidates should exercise leadership in curriculum development and faculty evaluation. They must have accepted increased leadership responsibility within the unit and/or department and more external liaison activities. Evidence should indicate that the candidate has developed a habit of leadership that is professionally respected and valued. The candidate demonstrates the ability to find linkages between their professional work and the needs of both internal and external audiences.

Excellence can be measured by, but is not limited to:

- Program review coordination,
- Program data maintenance,
- Instructional staff management,
- Admissions and completion procedures coordination,
- Professional development and/or mentoring,
- Scholarly work related to *administrative* assignments related to the profession (might include, but are not limited to):
 - Presenting and/or participating at local, national, or international conferences,
 - Participation in professional associations and/or on professional review panels,
 - Participating in peer review processes for journal articles, grants, and proposals,
 - Technical reports to outside communities,
 - Articles for popular and special interest publications,
 - Online resources developed for communities, businesses, agencies, or disciplinary associations.

4. SCHOLARSHIP/CREATIVE WORK (as appropriate, based on work assignment)

For Career-Track professors with a research or applied scholarship component in their workload, the review committee will consider scholarly and creative activities that *emerge directly* from the candidates' work responsibilities as **Primary Evidence of Scholarship/Creative Work**, and scholarly and creative activities that *inform and support* the candidate's work responsibilities as **Supplementary Evidence of Scholarship/Creative Work**. Candidates are responsible for clarifying in writing with their supervisor(s) in advance whether or if scholarly and creative activities fall within department and/or program missions. While Career-Track professors *with* a research component may present evidence of both primary and supplementary research, those *without* a research component may present only supplementary evidence.

As indicated in [UHAP 3.3](#): The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Depending on the assigned duties of individual candidates and the criteria of their departments and colleges, promotion reviews may consider 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.

Because the dossiers of Career-Track professors are *not* reviewed by an external committee, it is the responsibility of the Departmental Committee, Head, and College to determine the rigor, depth, and value of a candidate's scholarship/creative work. If candidates have a research component in their work assignment, they will typically not advance with only supplementary evidence in the dossier (with the absence of primary items).

For both **ASSOCIATE** and **FULL PROFESSORS**, evidence of sustained scholarship/creative work includes (but is not limited to):

Primary:

- Book(s) or monograph(s) by reputable publishers,
- Scholarly contributions to rigorously refereed professional venues or creative works in respected venues, including online publications,
- Applied scholarship (e.g. textbooks, software, and web-based work),
- Editing, compiling, and translation which contribute substantively to intellectual development in field.

Supplementary:

- Participation in professional colloquia and panels of a scholarly or creative nature,
- Research grant proposals submitted or funded,
- Scholarly papers or readings of creative work presented at local, regional, national, or international professional meetings,
- Publications or other scholarly/creative work that falls outside work responsibilities but informs that work.