



THE UNIVERSITY
OF ARIZONA

Guidelines for Career-Track Title Harmonization 2021

Faculty Affairs

Office of the Provost



Faculty Affairs Equity Statement

One of the University of Arizona's distinctive strengths is advancing Inclusive Excellence via equal opportunity, diversity, and inclusion as outlined in the University of Arizona's Purpose and Values. It is a time for action on equity and diverse representation. Faculty Affairs honors that commitment by recognizing the Indigenous lands on which we are privileged to teach and learn, those of the Tohono O'odham and the Pascua Yaqui. We honor the responsibility of being both a Land Grant Institution and a Hispanic Serving Institution.

Innovation, critical thinking, and problem-solving are greatly enhanced in a diverse and inclusive academic community. In Faculty Affairs we create, develop, and support institutional structures that lead to programs, resources, and services to cultivate faculty promotion and success in their scholarship, teaching, and service. *We are actively engaged in partnership with leaders across campus to build affirming and inclusive systems for faculty advancement* (see McNair, Bensimon, & Malcom-Piqueux, 2020).

We take an ecosystem approach to improving faculty equity that considers (1) recruitment, (2) retention, and (3) excellence. Recruitment focuses on improving diversity in recruitment and hiring efforts of faculty and includes search committee training and materials rooted in best practices. Recruitment also includes the Strategic Priorities Faculty Initiative described in this report. Retention focuses on building affirming environments and anti-oppressive structures for faculty advancement. Retention efforts include promotion opportunities, multi-year contracts for career-track faculty, regular salary equity review, and faculty mentoring community programs. Excellence focuses on ensuring a culture to enable a high-performing academic enterprise. This includes all faculty development programs and resources including leadership programs.

Career-Track Title Harmonization

Summary

Career-track faculty definitions and pathways to promotion were formalized in 2018. This was a key step to organize and centralize best practices for contingent faculty across the University of Arizona. However, there continue to be concerns raised by career-track faculty about confusion in units regarding their faculty status, promotion pathways, and employee rights. In efforts to examine these issues more carefully, there have been several committees focused on reviewing and examining these issues. There have been five committees since 2019 that have been working to address these issues. The summary of their prepared reports (see section below on Background of Shared Governance) and links to the full reports are provided in this document. A key finding among these committees has been the proliferation of career-track titles to 235 in total, which has contributed to the ambiguity of roles and promotion opportunities. Thus, it was recommended that the first step to improving conditions would be to limit titles to a smaller set. A limited set of titles will lead to more clear definitions, responsibilities, and promotion criteria.

As a result of the work of these committees, a set of titles has been recommended that are based on current University Handbook of Appointed Personnel (UHAP) definitions and include the following:

- Instructor
- Lecturer, Senior Lecturer, and Principal Lecturer
- Assistant, Associate, and Full Clinical Professor
- Assistant, Associate, and Full Research Professor
- Assistant, Associate, and Full Professor of Practice

The current goal is to harmonize career-track faculty titles across all units to facilitate appropriate recognition of the contributions of career-track faculty and to improve institutional culture. This document includes instructions and timeline for implementing this harmonization. Also included here is more detail on the rationale for title harmonization and the brief summaries and links to full reports from the shared governance committees. There are also FAQs provided in the Appendix B.

Rationale

Current work has described the importance of clarity in description of duties, regular evaluations, promotion based on duties, and equitable compensation for contingent faculty (see references below). These national recommendations have driven our work at the University of Arizona to provide (1) clear paths for promotion, (2) clear paths for multi-year contracts, and (3) a salary equity study for career-track faculty.

Currently, approximately 26% of faculty at the University of Arizona are career track, indicating a significant contribution of faculty work. However, there continue to be many misconceptions and a lack of accurate information about current opportunities for inclusion and promotion for career-track faculty. It is our hope that greater clarity with titles will improve understanding and access for career-track faculty across campus. In addition, a salary equity study will be conducted once the titles are organized in a way that allows appropriate comparisons within titles and within ranks to be made. The salary equity study planned will use a similar format to the one conducted with tenure-track faculty in Spring 2020:

<https://provost.arizona.edu/content/report-2020-salary-equity-review-tenure-tenure-eligible-faculty>.

Career-track faculty at the University of Arizona are **members of the faculty** whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are off the tenure-track and not eligible for tenure or continuing status. "Career-track" is also not used with courtesy or joint titles, as these are secondary titles that do not constitute a career. A faculty member generally needs to be benefits-eligible to be considered career track. Exceptions can be made with approval of the Office of the Provost. For a presentation and discussion of career-track faculty current policies and definitions, see the Live Chat with Liesl on February 11, 2021 found here: <https://provost.arizona.edu/content/provost-forum>.

The University of Arizona does have personnel policies for career-track faculty that are included in [Chapter 3: Personnel Policies and Procedures for Faculty](#). Chapter 3 describes duties, appointments, annual performance reviews, and promotion, as well as suspensions and terminations. Career-track faculty also have pathways for promotion; criteria by college can be found at <https://facultyaffairs.arizona.edu/career-track-faculty-resources>.

There are many resources and supports available for career-track faculty through Faculty Affairs, including the following:

1. **Workshops** for promotion dossier preparation can be found at <https://facultyaffairs.arizona.edu/promotion-workshops>.
2. **Promotion dossier templates** have been tailored specifically for career-track faculty and can be found at <https://facultyaffairs.arizona.edu/guide-promotion-process>.
3. For more information and resources on **career-track faculty promotion**, go to <https://facultyaffairs.arizona.edu/career-track-faculty>.
4. **Track transfer processes** are available for career-track faculty that allow them to move between titles or tracks. Instructions on the process can be found here: <https://facultyaffairs.arizona.edu/track-transfer-review>.

5. **Multi-year contracts** are available for career-track faculty. The process for department heads to request multi-year appointments for career-track faculty can be found here:

<https://facultyaffairs.arizona.edu/multi-year-appointments-career-track-faculty>.

While there are Arizona Board of Regent (ABOR) caps (no more than 15% of tenure-track faculty totals) on the number of multi-year contracts for fixed-term faculty, the University of Arizona currently has 108 multi-year contracts, which comprises only 6.6% of tenure-track faculty totals. As such, there is room to increase the number of multi-year contracts for career-track faculty.

Career-track faculty can participate in shared governance at the University of Arizona. The current Faculty Senate by-laws indicate the following: as defined in Article II of the Constitution of the General Faculty of the University of Arizona, the General Faculty includes members of the career-track faculty “who hold at least half-time multi-year appointments” or “who have held at least half-time year-to-year career-track faculty appointments for three (3) of the past four (4) years and who currently hold lecturer or ranked professorial titles that do not include an adjunct or visiting modifier”. As members of the General Faculty, career-track faculty are eligible to vote in matters of faculty governance, to hold offices, and to serve on committees established in accordance with the Constitution of the General Faculty. Looking forward, the Faculty Senate plans to review current policy to consider opportunities to leverage career-track faculty’s evolving role in the shared governance of the University of Arizona.

Resources:

- American Association of University Professors (AAUP)
 - ***Data Snapshot: Contingent Faculty in U.S. Higher Education***
[Read the report](#)
 - <https://www.aaup.org/issues/contingency/background-facts>
 - <https://www.aaup.org/inclusion-governance-faculty-members-holding-contingent-appointments-recommendations>
 - <https://www.aaup.org/report/contingent-appointments-and-academic-profession>
- The Delphi Project on the Changing Faculty and Student Success
 - ***Selected Research on Connections between Non-Tenure-Track Faculty and Student Learning***
[Read more](#)
 - ***The Imperative for Change. Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices***
[Read the article](#)
- Contingent Faculty Reading List - ***A Selected List of Resources for Transforming Contingent Faculty Working Conditions***
[View list](#)
- American Journal of Pharmaceutical Education - ***Equity for and Inclusion of Non-Tenure-Track Pharmacy Faculty with Academia***
[Read the article](#)

- American Council on Education - *Undoing Years of Affirmative Action: The Growth of Non-Tenure-Track Faculty*
[Read the essay](#)

Implementation Process for Title Harmonization

Heads/Directors are asked to initiate a discussion with faculty in their unit who do not currently hold one of the approved career-track titles listed on page 3. Heads/Directors should also consider a move to a career-track title for adjunct faculty (see definition on limitations of adjunct designation) who will be renewed for more than one year or who are employed full-time. There is no need to change or review titles for faculty who have an approved title. However, there may be faculty who have an approved career-track title, but are misclassified in the system as NT (non-tenure) or NTE (non-tenure eligible); this is now an appropriate moment to change the classification to career-track under contract status in the workforce system.

The harmonization process can also be used to change the titles of career-track faculty who are not currently in a title that properly aligns with their duties.

Based on our research, there are likely quite a few faculty who have a title such as “Assistant Professor, Career-track.” It is our recommendation that the majority of those individuals will likely fit best into the Professor of Practice title. The correct order for the professorial titles are that of (1) rank (e.g. Assistant, Associate, Full) (2) title (e.g. Clinical Professor, Research Professor, Professor of Practice. There is no need to add the department information after the title, as this is indicated already in the workforce system.

Determining the appropriate career-track title

Heads/Directors and faculty should seek agreement on which title is most appropriate based on the following considerations:

- Definition of title (see following section for titles and definitions, which can also be found here: <https://policy.arizona.edu/uhap-definitions>).
- FTE and future with the University
 - Those who wish to remain below the benefits eligible threshold should be given the Adjunct modifier and are not a good match for career-track titles with promotion.
 - Those who do not intend to maintain an ongoing relationship with the university are not a good match for career-track titles and may be better matched with the Adjunct or Visiting modifiers.
- Adjunct cannot be used for those who are 0.75 FTE or greater. Adjunct also cannot be used for those hired for more than one year unless they remain at a less than benefits eligible FTE . Individuals who have a 0.75 FTE or higher or who are hired beyond one year should be moved into career-track titles.
- Professor of Practice titles can be used with faculty who have either professional qualifications or academic qualifications.
- Consider the primary responsibilities of faculty to determine the title best match:
 - Instructor – primary responsibility is teaching previously established undergraduate or clinical courses of a limited scope

- Lecturer – primary responsibility is teaching undergraduate or clinical courses of a wider scope than instructor, to include new courses
- Clinical Professor – primary responsibility is teaching or managing students in the practice requirements of their degree
- Professor of Practice – primary responsibility is teaching
- Research Professor – primary responsibility is engaging in, being responsible for, or overseeing a significant area of research or scholarship
- Consider career goals
 - Is the individual interested in promotion pathways within their title?
 - If yes, then Lecturer or Professorial titles are appropriate. Instructor titles do not have ranks defined in UHAP.
- Promotion review process rigor
 - Professorial positions have a more rigorous level of review and higher expectations for demonstration of excellence, innovation, and impact beyond the unit.

Title Harmonization Implementation Process

Changes to career-track faculty titles will be incorporated into the annual contract renewal process.

- Track transfers **within the career track** and from **adjunct to career track** will be waived in FY2021-2022 in order to facilitate the title harmonization process.
- Department Head/Director uses **template memo (see Appendix A)** to indicate change in title. Business office updates the title in Manager Self Service/Title Management.
 - May 20th, 2021 is the due date for changes to Fiscal Year and 9/12 pay plan faculty titles.
 - June 30th, 2021 is the due date for changes to Academic Year faculty titles.

Updated notice of appointment will be generated effective FY or AY 2021-2022, depending on the faculty member's appointment.

Questions about title harmonization should be directed to:

Andrea Romero - romeroa@arizona.edu.

Marilyn Taylor - taylor@m@arizona.edu.

Career-track faculty may also direct questions or concerns to:

Bill Neumann - wtn@arizona.edu.

Kasi Kiehlbaugh - kkiehlbaugh@arizona.edu.

Implementation Timeline

April 2021: Review and identification of faculty within units whose title will need to change.

April 2021-May 2021: Updated UHAP Definitions review process initiated by Senior Leadership Team for review, comment, and approval.

April 2021-May 2021: Discussions with Department Heads and individual faculty to agree on appropriate title.

May 20, 2021: Submission of title change memo for FY and 9/12 pay plan employees to Workforce Systems. New notice of appointment will be generated for FY 2022.

June 30, 2021: Submission of title change memo for AY employees to Workforce Systems. New notice of appointment will be generated for FY 2022.

October 2021: Audit of career-track titles to confirm harmonization and identify those titles that are not among those in UHAP.

July 1, 2021 – June 30th, 2022: Track transfer waiver process will continue to be available within career track and from adjunct to career track.

Approved Titles and **Current Definitions in the [University Handbook for Appointed Personnel \(UHAP\)](#)**

Instructors means employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are career-track, visiting, or adjunct faculty, **and whose primary responsibility is teaching undergraduate or clinical courses.**

Lecturers, Senior Lecturers, or Principal Lecturers means employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who are career-track, visiting, or adjunct faculty, **and whose primary responsibility is teaching undergraduate or clinical courses.**

Clinical Professors are career-track, visiting, or adjunct faculty employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who have established themselves by professional experience and expertise over a sustained period of time to be qualified to teach or manage practicum, internship, or practice components of degree programs. **Their primary responsibilities include teaching or managing students in the practice requirements of their degree programs in a manner that advances the educational mission of the University in a significant or substantial way.**

Research Professors means career-track, visiting, or adjunct faculty employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who have established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished scholars and researchers. **The primary responsibilities of such employees are to engage in, be responsible for, or oversee a significant area of research or scholarship in a manner that advances the mission of the University in a significant and substantial way.**

Professors of Practice means career-track, visiting, or adjunct faculty employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who have established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished professionals in an area of practice or discipline.

- ABOR: The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduates and graduate students in a manner that advances the educational mission of the university in a significant or substantial way.

Background on Shared Governance Process

The following provides background on the shared governance process that led to the recommendations and harmonization process. For each of the committees, there is a brief summary, list of committee members, and links to full reports where available.

Spring 2021 Career-Track Title Committee

Name	Unit	Role	Title
Kiehlbaugh, Kasi Co-chair	Health Sciences	CT-Faculty	Director, Health Sciences Design Assistant Teaching Professor, Biomedical Engineering
Neumann, Bill Co-Chair	MIS	CT-Faculty	Professor of Practice
Buxner, Sanlyn	TLS	CT-Faculty	Assistant Research Professor, Teaching/Learning and Sociocultural
Cohen, Zoe	Physiology	CT-Faculty	Associate Professor, Educator Scholar Track
Fountain, Amy	Linguistics	CT-Faculty	Associate Professor, Career Track, Linguistics
Hunt, Jim	FCS	CT-Faculty	Associate Professor of Practice, Family and Consumer Sciences
Ijagbemi, Bayo	Africana Studies	CT-Faculty	Associate Professor, Africana Studies
Kapp, Jess	Geosciences	CT-Faculty	Associate Professor of Practice
Kortenkamp, Stephen	LPL/Research	CT-Faculty	Associate Professor of Practice
Moon, Brian	Music	CT-Faculty	Assistant Professor, Music
Ottusch, Tim	FCS	CT-Faculty	Assistant Professor of Practice, Family Studies- Human Development
Simon, Diana	Law	CT-Faculty	Assistant Clinical Professor, Law
Smith, Joel	English	CT-Faculty	Senior Lecturer, English
Whitaker, Martha	Hydrology & Atmospheric Sciences	CT-Faculty	Associate Professor of Practice, Hydrology / Atmospheric Sciences

Fall 2020 Career-Track Title Steering Committee

Name	Unit	Role	Title
Michael Brewer Co-chair Steering Committee on Career-track Faculty Processes	UA Library Administration ADM	Member of the General Faculty	Senior Information Resources Officer
Mika Galilee-Belfer	SBS-Faculty Affairs	Staff	Assistant Dean, Faculty Affairs, SBS
Bill Neumann	Management Information Systems	CT-Faculty	Professor of Practice, Management Information Systems
Ravneet Chadha	Univ Analytics and Inst Rsch	Staff	Executive Director, Analytics and Institutional Research
Brian Erstad	Pharmacy Practice and Science	T-Faculty	Department Head, Pharmacy Practice-Science Professor, Pharmaceutical Sciences
Vanessa Perry	Disability Psychoeduc Studies	CT-Faculty	Assistant Professor of Practice, Disability and Psychoeducational Studies
Emily Gillilan	Human Resources	Staff	Assistant Director, Compensation
Abbie Montenegro	Human Resources	Staff	Director, Workforce Systems
Stephanie Troutman	Gender and Women's Studies	T-Faculty	Department Head, Gender and Women's Studies Associate Professor, Gender and Women's Studies
Scarlett Garcia	Human Resources	Staff	Administrative Assistant, Human Resources
Cathy Valenzuela	Human Resources	Staff	Administrative Assistant, Human Resources
Ron Hammer	COM-P Basic Medical Sci	T-Faculty	Professor, Basic Medical Sciences

This group was charged by Provost Folks with reviewing and recommending career-track titles. They met several times and did a survey of 131 department heads. Results were summarized and provided to Provost Folks. They handed off the project to Bill Neumann and Kasi Kiehlbaugh to co-chair a committee of only career-track faculty to review and finalize the recommended titles.

Here is a brief summary of the department head survey results:

1. Some units do not have clearly defined promotion criteria to differentiate career-track faculty with different titles.
2. Lack of a terminal degree seems to be one reason for a distinction between titles (mostly between lecturer and professorial titles), as does some research load or additional duties beyond teaching.
3. There is lack of awareness that some units use Assistant, Associate, Full professor without any modifiers for career-track faculty.
4. Teaching professor is a possible title/solution.
5. There is some interest in reducing the number of titles out there and also in greater clarity (from the center) in what they mean. At the same time, there are concerns about it being too limited.

Career-track Faculty Best Practices Department Head Taskforce Spring 2020

Name	Unit	Role	Position
Brian Erstad Chair	Pharmacy Practice and Science	T-faculty	Department Head, Pharmacy Practice-Science Professor, Pharmaceutical Sciences
Carl Liaupsin	Disability Psychoeduc Studies	T-faculty	Department Head & Professor, Disability and Psychoeducational Studies
Rob Miller	School of Architecture	T-faculty	Director, School of Architecture Professor, Architecture
Edella Schlager	School of Govt & Public Policy	T-faculty	Director & Professor, School of Government and Public Policy
Natasha Warner	Linguistics	T-faculty	Department Head & Professor, Linguistics
Paul Wagner	College of Applied Sci & Tech	CT-Faculty	Department Head & Assistant Professor of Practice
Ole Thienhaus	COM-Tucson	T-faculty	Department Head, Psychiatry

<https://facultyaffairs.arizona.edu/sites/default/files/2.11.2021.Final%20Report%20of%20the%20Career-Track%20Faculty%20Task%20ForceDeptHeads.pdf>

Key Findings:

The Task Force also considered and voted on the following two options concerning categories of faculty:

1) All faculty appointments will fall into one of the following three categories: tenured/tenure-eligible, career-track, and continuing status. For career-track faculty, the nature of the appointment may be conditioned by a prefix, such as: *Visiting*: denotes no expectation of renewal of appointment, *Adjunct*: denotes non-benefits eligible, and thus meets FTE guidelines set by HR.

2) All faculty appointments will fall into one the following four categories: tenured/tenure-eligible, career-track, continuing status, and adjunct. The classification of adjunct faculty would comprise a broad category of faculty members not eligible for promotion.

There was a discussion, but no vote on the following classification: Assistant/Associate/Full Teaching Professor, Assistant/Associate/Full Research Professor, Assistant/Associate/Full Clinical Professor, and

Assistant/Associate/Full Professor of Practice. After discussion of the pros and cons of such an approach, task force members suggested additional simplification by classifying faculty into assistant, associate, and full professors with the removal of modifiers such as teaching or research. In general, there was consensus with respect to this simplification, but members acknowledged the need for further consideration of the ramifications of this approach.

Faculty Annual Review and Salary Equity Taskforce Fall 2019

Co-chairs: Ron Hammer and Cecile McKee and over 60 faculty members (all tracks represented)

For full report:

https://facultyaffairs.arizona.edu/sites/default/files/Joint%20Report%20to%20Provost_FINAL.pdf

Key Finding: Our conclusion was that CT faculty are indispensable and should be subject to policies like those of tenure/tenure-eligible faculty (APR and salary equity), with greater use of multi-year contracts for career-track faculty.

Faculty Senate Ad Hoc Committee on Career-track Faculty Research Report Spring 2020

Name	Unit	Role	Title
Amy Fountain Co-chair	Linguistics	CT-Faculty	Associate Professor, Linguistics
Bill Neumann Co-chair	Management Information Systems	CT-Faculty	Professor of Practice
Jim Hunt	CALS Career & Acad Svcs	CT-Faculty	Assistant Dean, Career Academic Services Associate Professor of Practice, Family and Consumer Sciences
Diane Ohala	Linguistics	CT-Faculty	Associate Professor, Linguistics
Tannis Gibson	Fine Arts	T-Faculty	Associate Dean, Faculty Affairs and Inclusive Excellence Professor, Music
Ron Hammer	COM-P Basic Medical Sci	T-Faculty	Professor, Basic Medical Sciences
Stan Reynolds	Eller	T-Faculty	Vice Dean, Eller College of Management Professor, Economics
Kasi Kiehlbaugh	Health Sciences	Member of the General Faculty	Director, Health Sciences Design Assistant Teaching Professor, Biomedical Engineering
Bayo Ijagbemi	Africana Studies	CT-Faculty	Associate Professor, Africana Studies
Diana Daly	School of Information	CT-Faculty	Assistant Professor, School of Information

Michael Brewer	UA Library Administration	Member of the General Faculty	Senior Information Resources Officer Librarian
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For full report:

<https://facultyaffairs.arizona.edu/sites/default/files/2.11.2021.Senate-CT-CommitteeReport.pdf>

Key Findings

- *There are currently 235 distinct titles for career-track faculty. “We see tremendous variability in the mapping of titles to responsibilities.”*
- Standards and alignment of the parallel paths within the career-track faculty for lecturers and professorial titles are inconsistent.
- Tremendous variabilities in titles, and in the mapping of titles to other data (notably, but not only, in the ‘contract status’ field).
- Evidence of legacy usage of the ‘non-tenure eligible’ contract status for individuals who clearly meet our definition of ‘career track’, as well as the erroneous use of ‘career track’ as distinct from ‘multiyear’. With regard to titles, it’s clear that ‘working’ or ‘local’ titles that address local or disciplinary practices are often used rather than titles that roll up to employment categories described in policy.

Appendix A

Template Memo for Title Change

DATE

INSERT COMPLETE NAME

INSERT DEPARTMENT

INSERT COLLEGE

INSERT Work PO Box Address

Dear Professor INSERT LAST NAME,

Effective INSERT DATE (per contract, start of academic year or fiscal year), your title will be changed from CURRENT TITLE to APPROVED CAREER-TRACK TITLE, which is covered under [Section 6-201 of the Arizona Board of Regents \(ABOR\) Policy Manual, Conditions of Faculty Service](#), and [Chapter 3 of the University Handbook for Appointed Personnel](#).

This title change is the result of a University initiative led by the Office of the Provost and a Faculty Senate Ad Hoc Committee on Career-Track Faculty, and does not affect the terms of your current position. The goal of the initiative is to harmonize faculty titles across colleges and provide clearer paths to promotion.

Sincerely,

INSERT DEPARTMENT HEAD NAME

Appendix B

Frequently Asked Questions FAQs

1. How are adjunct faculty defined?

According to UHAP, adjunct is a modifier used with faculty titles that are not eligible for tenure. Adjunct means a position is temporary in nature or is at a reduced FTE. Adjunct should generally not be used for full fiscal or academic year appointments that are reasonably expected to extend beyond a single year, though units have discretion whether or not to use adjunct when such appointments are at less than 0.75 FTE. Adjunct may not be used for full academic or fiscal year appointments at 0.75 FTE or greater.

Faculty members hired for one year or less should be adjunct without the career-track designation. However, the title should change to *career track* if the individuals are reappointed beyond the one-year period.

2. What if a career-track faculty member is less than 0.50 FTE?

A faculty member generally needs to be benefits eligible to be considered career track. Exceptions can be made with the approval of the Office of the Provost.

3. What is the difference between Lecturer and Instructor?

Instructor does not have ranks, while Lecturer does have promotion ranks in current UHAP definitions.

4. What is the difference between Lecturer and Professor of Practice?

According to Chapter 3 in the University Handbook for Appointed Personnel (UHAP), Lecturers have more limited duties, generally teaching specified lower-division or clinical courses. Consequently, a transition from a Lecturer to a professorial title must be “justified by increased responsibilities such as expanded teaching or supervisory duties,” as noted in UHAP 3.3.03.E.

Lecturer promotion dossier reviews stop at the college and are reviewed by the Dean. Promotion dossier reviews for Professors of Practice go the university level with review by the Vice Provost for Faculty Affairs.

5. What eligibility can be considered for Professor of Practice?

The UHAP definition of Professor of Practice indicates those “who have established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished professionals in an area of practice or discipline.”

However, the ABOR definition of Professor of Practice also includes the following: “is a non-tenured, non-tenure eligible faculty member who has established himself or herself by expertise, achievements and reputation over a sustained period of time to be a distinguished professional in an area of practice or discipline but who may not have substantial academic experience. The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduates and graduate students in a manner that advances the educational mission of the university in a significant or substantial way.”

Currently, draft language to update the Professor of Practice definition in UHAP is under consideration by the UArizona Faculty Senate that states “Professors of Practice means career-track, visiting, or adjunct faculty employees whose Notice of Appointment incorporates the ABOR Conditions of Faculty Service (ABOR-PM 6-201, et seq.) who have established themselves **either** by expertise, achievements, and reputation over a sustained period of time **and/or by scholarly qualifications** in an area of practice or discipline. **The primary responsibilities of this position include the practice of teaching and mentoring students in a manner that advances the educational mission of the University in a significant or substantial way and may also include (1) service, (2) land-grant outreach, and/or (3) research, creative work, and scholarship.”**

6. Are there limitations for eligibility of titles based on terminal degree completion?

There are no university-level restrictions for title eligibility based on terminal degree completion.

7. Why is Teaching Professor not included in the final list of recommended titles?

Teaching Professor was a proposed title that was considered by several committees. The Spring 2021 committee of career-track faculty discussed this title at length and decided that if the titles were all defined by their primary workload (e.g., Clinical Professor, Research Professor, Teaching Professor) that this would further limit the opportunities for career-track faculty to engage in a variety of workload activities (e.g., teaching, research, clinical, service). There have already been challenges with career-track faculty feeling pigeon-holed into only one type of workload activity (e.g., research vs. teaching) or being told that they cannot engage in certain types of activities or be evaluated on activities that are outside their primary responsibility. Thus, the committee felt strongly that Professor of Practice provided more flexibility and more opportunity for career-track faculty to engage in the range of activities for which they have been trained.

8. Can Professors of Practice do research and teaching?

Yes, Professors of Practice primarily responsibility is teaching, but they can also engage in research.

9. Why does Instructor not have ranks?

According to ABOR, faculty-specific Instructor titles do not have ranks. However, there are units on campus that commonly use promotion pathways from Instructor to Lecturer positions.

10. Are there criteria for workload percentages by title?

There are no university-level criteria or specifications for workload percentages for any titles. However, it would be expected that at least 50% of the workload should generally be aligned with the primary responsibility indicated by the title definition.

11. Why was the Lecturer title kept?

This is a title that is still used commonly in many fields and is currently widely used in certain colleges. It was determined that there was not an immediate need to remove this title and that removing it too quickly would cause significant disruption in some colleges.

12. Can career-track faculty shift to a tenure-track position?

Yes, track transfer review processes are available for career-track faculty to transfer to tenure-track or continuing-status track. This is a rigorous process of review at multiple levels (department, college, and university). It is important for individuals to understand the duties and expectations of tenure-track or continuing-track faculty before considering this change. They should talk with their department head to discuss whether this is a good match for their current track record of work. In addition, it is important for career-track faculty to understand that both continuing-eligible and tenure-eligible positions have a mandatory year for review for continuing status or tenure. If continuing status or tenure is not granted at the mandatory year for review, the faculty member will not be eligible to be rehired. There is no comparable mandatory year for review for career-track faculty.

For more information about the track transfer process, see <https://facultyaffairs.arizona.edu/track-transfer-review>

13. Can faculty engage in research if their title is associated with a primary responsibility of teaching?

There are no limitations to types of workload or activities for career-track faculty at the university level. Yes, faculty can engage in research if their title is associated with a primary responsibility of teaching. It is important for faculty to understand that their promotion is based on the criteria set in their unit and their college for their title. In addition, it is important for faculty to understand that their workload activity percentage breakdown should accurately reflect their activities. They may need to discuss with their department head if changes are necessary.

14. Can faculty engage in teaching and mentoring if their title is Research Professor?

There are no limitations to types of workload or activities for career-track faculty at the university level. Yes, faculty can engage in teaching if their title is associated with a primary responsibility of research. It is important for faculty to understand that their promotion is based on the criteria set in their unit and their college for their title. In addition, it is important for faculty to understand that their workload activity percentage breakdown should accurately reflect their activities. They may need to discuss with their department head if changes are necessary.

15. What do faculty do if their workload shifts over time to a primary responsibility that is no longer aligned with their title?

If workload shifts happen over time, career-track faculty may need to discuss a change in title with their department head to ensure that their title and workload accurately reflect their activities. This will also ensure that they will be reviewed for promotion using the most appropriate criteria.

16. Can career-track faculty be Principal Investigators on a grant?

In general, career-track faculty can serve as Principal Investigators on grants. Adjunct and visiting scholars cannot serve as Principal Investigators. For more information on Principal Investigator eligibility for grants, please see the following link: <https://rgw.arizona.edu/administration/getting-started/principal-investigator-project-director-co-principal>

17. Can career-track faculty serve on graduate student committees?

Career-track faculty may be appointed upon the advice of the program that they serve. For more information on the criteria and process for review, see <https://grad.arizona.edu/policies/academic-policies/graduate-faculty-policy>

18. Do career-track faculty need a tenure-track faculty sponsor to sign off on Human Subjects Protection Program submissions, grant submissions, or other?

No, career-track faculty do not need sponsors to sign off on Human Subjects, grants, or other activities.

19. What if our unit's promotion criteria do not fit with existing titles and definitions?

Promotion criteria can be updated in the following year. It does not have to be changed before the title changes are put into place.

20. What if the career-track title has the NT (non-tenure) or NTE (non-tenure eligible) designation in the workforce system?

The career-track titles should be aligned with contract status of career-track or multi-year in the workforce system.

21. Can the unit name be added to the end of the title?

The unit name should not be added to the end of the title. The department is indicated in other locations of the workforce system and should not be added to the title.

22. Can promotion within rank be considered as part of the harmonization process?

The harmonization process is not designed for promotion within rank for recommended titles. Promotion should still go through typical methods of review.

23. Do faculty have to start at instructor and progress through lecturer before the career-track professorial titles?

No, these titles are seen as parallel not as a linear progression. Each title has a distinct set of duties, responsibilities and expectations. They are not designed to be a sequential process.

Appendix C

Survey of Career-Track Titles Used by Peer and PAC-12 Institutions

In summary, teaching professor is not used by other ABOR institutions and is not an approved ABOR title currently. It is used by 7 out of 16 peer institutions and 1 out of 7 PAC-12 institutions. Professor of Practice is used at other ABOR institutions and is approved by ABOR. Professor of Practice is used by 8 out of 16 peer institutions and 3 out of 7 PAC-12 institutions.

Institution	UA Peer	PAC 12	Land-Grant	Instructional Title	Professorial Title
ABOR Institutions					
The University of Arizona		✓	✓	Lecturer	Professor of Practice
Arizona State University		✓		Lecturer	Professor of Practice
Northern Arizona University				Lecturer	Professor of Practice
UArizona Peer Institutions					
University of California, Davis	✓		✓	Lecturer	"Working Title" Teaching Professor
University of California, Los Angeles	✓	✓		Lecturer	Professor of Clinical <Discipline>
University of Florida	✓		✓	Lecturer	Professor of Practice
University of Illinois at Urbana-Champaign	✓		✓	Lecturer	Scholar
University of Iowa	✓			Lecturer	Professor of Instruction; Professor of Practice
University of Maryland, College Park	✓		✓	Lecturer	Professor of the Practice
Michigan State University	✓		✓	Lecturer	Professor
University of Minnesota, Twin Cities	✓		✓	Instructor	Teaching Professor
University of North Carolina at Chapel Hill	✓			n/a	Teaching Professor; Professor of the Practice

Ohio State University	✓		✓	Lecturer	Teaching Professor; Practice Professor
Pennsylvania State University	✓		✓	Lecturer	Teaching Professor; Professor of Practice
University of Texas at Austin	✓			Lecturer	Professor of Instruction; Professor of Practice
Texas A&M University	✓		✓	Lecturer	Instructional Professor; Professor of Practice
University of Utah	✓	✓		Lecturer	Clinical Professor
University of Washington	✓	✓		Lecturer	Teaching Professor
University of Wisconsin, Madison	✓		✓	Lecturer	Teaching Professor
PAC-12 Institutions					
University of California, Berkeley		✓	✓	Lecturer	"Working Title" Teaching Professor
Stanford University		✓		Lecturer	Research Scholar
University of Southern California		✓		Lecturer	Professor of <discipline>, Professor of <discipline> (Teaching) (Clinical Scholar) (Clinical Educator); Professor of Discipline Practice
University of Colorado, Boulder		✓		Lecturer	Senior Instructor
University of Oregon		✓		Lecturer	Professor of Practice
Oregon State University		✓	✓	Instructor	Professor of Practice
Washington State University		✓	✓	Teaching Professor	Scholarly Professor