



## COLLEGE OF FINE ARTS

### Guidelines for Career-Track Faculty Appointment and Promotion

Date: April, 2018; revised July, 2021; revised February, 2022

#### INTRODUCTION

The University of Arizona is a major land grant university whose mission is realized by faculty who pursue excellence in teaching, research/creative activity, and service/outreach. One of the institution's pervasive values is in the fostering, perpetuation and dissemination of knowledge through outstanding teaching programs at the undergraduate and graduate levels. In alignment with the University of Arizona, the College of Fine Arts (CFA) believes that career-track (CT) faculty are essential to the teaching mission. We are committed to ensuring that the promotion process is available to all qualified and eligible career-track faculty across the College of Fine Arts.

#### UNIVERSITY OF ARIZONA POLICY

According to the definitions in the [University Handbook for Appointed Personnel](#) (UHAP), career-track (CT) faculty are employees who have Notice of Appointments that incorporate the [ABOR Conditions of Faculty Service](#) (ABOR- PM 6-201), are ineligible for tenure, and do not have visiting or adjunct titles. Policies for appointments and promotion reviews of career-track faculty are included in UHAP chapter 3. UHAP [3.1.02](#) notes that units are required to have procedures for promotion reviews before making career-track lecturer or professor appointments. Complete university-level promotion review policies for career-track faculty may be found in UHAP [3.3.03](#).

## COLLEGE OF FINE ARTS TITLE DEFINITIONS: CAREER-TRACK FACULTY

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### Instructor

**Definition:** Appointment to instructor is based on accomplishment combined with promise as a university-level educator. The College of Fine Arts (CFA) requires successful completion of an advanced degree or equivalent professional experience for appointment to instructor.

**Responsibilities:** The primary responsibility of this position is teaching designated undergraduate courses, though limited graduate courses may be assigned.

**Length of Appointment:** 1 semester or 1 year and may be renewed subject to satisfactory performance and availability of funds.

**Initial Appointment:** The initial appointment is made by the school director.

**Ranks:** None

### Lecturer

**Ranks:** Lecturer, Senior Lecturer, Principal Lecturer

**Definition:** Lecturers generally will have more limited duties than career-track professors. Appointment to lecturer is based on accomplishment and depth of knowledge in a particular specialty combined with promise as a university-level educator. Successful completion of a terminal degree or equivalent professional experience in the relevant field is required.

**Responsibilities:** The primary responsibility of this position is teaching undergraduate courses, though limited graduate courses may be assigned. Service, as determined by the director, should be appropriate to the teaching mission of the school and align closely with relevant curriculum.

**Initial Appointment:** The initial appointment, regardless of rank, is made by the school director and dean following a search process conducted by the school. (See Lecturer: Criteria for Appointment & Promotions.)

**Length of Appointment:** Typically, new lecturers are appointed for one year. At time of promotion, or anytime thereafter, it is an option for the director to request a multi-year renewable contract of not more than 3 academic years, subject to approval by the dean and by the provost as set forth in the Arizona Board of Regents (ABOR) Policy 6-201 (C). All appointment renewals are also subject to satisfactory performance, availability of funds, and successful annual performance reviews by the school director.

## Professor of Practice

**Ranks:** Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice

**Definition:** Professors of Practice are career-track faculty 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 academic discipline in the college. With two paths of entry into the track, professors of practice will hold either a terminal degree in the discipline or a significant and sustained record of professional experience in an area of practice.

**Responsibilities:** The primary responsibilities of this position fall under the broad area of instruction, including but not limited to the teaching of undergraduate and/or graduate courses, curriculum design, advising, learning and outcomes assessment, online course development, teacher training, and/or mentoring. In addition to activities that advance the educational mission of the unit in significant ways, the position duties may also include (1) service, (2) land-grant outreach, and/or (3) research/creative activity. Specific management, administrative, and/or professional duties may be assigned by the school director.

**Initial Appointment:** The initial appointment, regardless of rank, is made by the school director and the dean following a search committee process conducted by the school. (See Professor of Practice: Criteria for Appointment & Promotions.)

**Length of Appointment:** Typically, new professors of practice are appointed for one year. At time of promotion, or anytime thereafter, it is an option for the director to request a multi-year renewable contract of not more than 3 academic years, subject to approval by the dean and by the provost as set forth in the Arizona Board of Regents (ABOR) Policy 6-201 (C). All appointment renewals are also subject to satisfactory performance, availability of funds, and successful annual performance reviews by the school director.

## ACCESS, WORKLOAD & PROCEDURES

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**Access to Promotion Reviews:** Though there is no mandatory promotion year for career-track faculty, it is the expectation that every faculty member hired into a lecturer or professor of practice position in the CFA will excel and over time seek promotion in rank. To uphold and maintain an outstanding faculty, and because granting promotion is a decision that affects the long-term reputation of our schools, the CFA insists on rigorous standards throughout the process. In particular, the granting of promotion must give careful attention to the quality of the candidate's activity, contributions and current trajectory.

This document includes the CFA Policy Guidelines & Criteria for Promotion across career-track positions. More detailed criteria are available from each of the schools. All CT faculty are expected to familiarize themselves with the available policies and they are encouraged to gain

additional understanding of the processes and expectations from their respective directors and colleagues.

In order to be well-informed of the promotion process, CT faculty are strongly encouraged to attend the CT dossier workshops offered by the Office of Faculty Affairs each Spring. The CFA Associate Dean for Faculty Affairs is available for individual faculty appointments and provides workshops in support of the promotion process for all faculty. Of particular interest to faculty planning to go up for promotion are the Timelines for Promotion Review and the CFA Criteria for Promotion sections found in this document.

**Workload Responsibilities:** Aligning with the university's policy, the CFA practice holds that career-track and adjunct faculty are hired primarily for teaching, and in all cases, teaching should represent the bulk of the faculty workload allocation. For CFA schools, per semester FTE and workload must be calculated for 15 units as 1.0 FTE.

- For purposes of determining workload, the equivalent of a 3-unit class will constitute 10% of effort. The CFA minimum distribution of effort allocated to teaching is 60%. Within the teaching assignment, course equivalencies may be applied to measurable activities.
- Career-track professors of practice may have up to 20% research/creative activity assigned to their load.
- All service assignments will be clearly articulated and capped at 40%, though it is assumed that most candidates will be assigned a 10-30% range for service.
- It is critical that faculty workload responsibilities are articulated and documented at the time of hire. At that same time, new faculty must receive school and college criteria guidelines for promotion. The workload assignment must also be communicated prior to the upcoming academic year, and when possible, during 1:1 meeting with the director.
- Any and all exceptions to the Teaching workload percentages for career-track faculty as outlined above must be recommended by the school director and approved by the dean.

**Review Procedures:** The procedures in place for the promotion review as outlined by the university are intended to ensure a legitimate and fair process for all career-track faculty candidates. Please reference UHAP 3.2.03 [here](#) Similar to review procedures for tenure-track faculty, review committees are expected to engage in a rigorous, unbiased and full discussion for each of the candidate dossiers.

**Professor of Practice Reviews:** In the case of all professor of practice promotion reviews, the school and college each establish a standing committee to advise the director and dean before the recommendations are routed to the Office of the Provost. The sequence of reviews is as follows:

- School Promotion & Tenure Committee, typically made up of 5 TT members, must also appoint at least 1 CT faculty member of higher rank than the candidate. When a CT faculty member of higher rank is not possible, schools must appoint higher-ranked CT faculty from other units within the college. School committees should provide an overall recommendation in their evaluative letter to the director.
- School Director
- College Promotion & Tenure Committee, typically made up of 4-5 TT members, must also appoint at least 2 CT faculty members whose rank is higher than that of the candidate. College committees should provide an overall recommendation in their evaluative letter to the dean.
- Dean of College of Fine Arts
- Provost

**Lecturer Reviews:** In the College of Fine Arts, promotions within the lecturer ranks shall follow the levels of review as noted in UHAP section 3.3.03. Promotion reviews shall be conducted by a school review committee, and director. The dean makes final decisions for each promotion within the lecturer rank.

- School Promotion & Tenure Committee, typically made up of 5 TT members, must also appoint at least 1 CT faculty member of higher rank than the candidate. When a CT faculty member of higher rank is not possible, schools must appoint higher-ranked CT faculty from other units within the CFA. As an alternative, the committee may be constituted as an ad hoc committee of at least 5 members, including 2 CT faculty members whose rank is higher than that of the candidate. School committees should provide an overall recommendation in their evaluative letter to the director.
- School Director
- Dean of the College of Fine Arts

Note: The review process for faculty with career-track titles does not include a review by university-wide promotion committees. For the lecturer promotion process, there is no review by the Office of the Provost.

## TIMELINES FOR PROMOTION REVIEW

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Per university bylaws, there is no mandatory promotion year for career-track faculty. Career-track faculty may choose to stay in rank and may continue to gain renewable appointments subject to satisfactory performance and availability of funds. Time in rank by itself is not a sufficient qualification for promotion.

### **Lecturer to Senior Lecturer**

The College of Fine Arts policy requires 6 years in the lecturer rank at  $\geq .50$ FTE before a promotion appointment is possible. At the discretion of the director, career-track faculty considering promotion may be granted credit for years of prior commensurate service.

- During the faculty member's 5<sup>th</sup> year in rank as lecturer, the director will inform the prospective candidate that they have a right to be reviewed for promotion. A formal response in writing from the faculty member indicating their agreement is required in order to move forward. A meeting with the director for discussion of the promotion advisability is strongly recommended for all cases.
- Promotion materials are submitted to the director in late Spring of Year 5. The review process is typically completed by the end of the Spring semester of Year 6.
- The school review committee should be constituted no later than May 15 in the academic year prior to the review. Directors should ensure that at least 1 CT faculty member of higher rank than the candidate is appointed to the standing review committee.
- For the lecturer series, submitting promotion materials before the *CFA required or recommended* number of years of service is an early option granted only at the recommendation of the director and discretion of the dean. Candidates must contact their director by January 15 of the year they plan to submit materials in order to discuss the advisability of going up early for promotion. Before proceeding with the review, the director and dean must indicate their positive recommendation for early consideration. Please note: The university-level minimum of 3 years of service does not apply to lecturer titles.

### **Senior Lecturer to Principal Lecturer**

The College of Fine Arts policy strongly recommends 6 years at the senior lecturer rank at  $\geq .50$ FTE before a promotion appointment is possible. At the discretion of the director, career-track faculty considering promotion may be granted credit for years of prior commensurate service.

- During the faculty member's 5<sup>th</sup> year in rank as senior lecturer, the director will inform the prospective candidate that they have a right to be reviewed for promotion. A formal response in writing from the faculty member indicating their agreement is required in order to move forward with the process. A meeting with the director for discussion of the promotion advisability is strongly recommended for all cases.
- Promotion materials are submitted to the director in late Spring of Year 5. The review process is typically completed by the end of the Spring semester of Year 6.
- The school review committee should be constituted no later than May 15 in the academic year prior to the review. Directors should ensure that at least 1 CT faculty member of higher rank than the candidate is appointed to the standing review committee.
- For the lecturer series, submitting promotion materials before the *CFA required or recommended* number of years of service is an early option granted only at the recommendation of the director and discretion of the dean. Candidates must contact their director by January 15 of the year they plan to submit materials in order to discuss the advisability of going up early for promotion. Before proceeding with the review, the director and dean must indicate their positive recommendation for early consideration. Please note: The university-level minimum of 3 years of service does not apply to lecturer titles.

### **Assistant Professor of Practice to Associate Professor of Practice**

The College of Fine Arts policy requires 6 years in the assistant professor of practice rank at ≥ .50FTE before a promotion appointment is possible. At the discretion of the director, career-track faculty considering promotion may be granted credit for years of prior commensurate service.

- During the faculty member's 5<sup>th</sup> year in rank as assistant professor of practice, the director will inform the prospective candidate that they have a right to be reviewed for promotion. A formal response in writing from the faculty member indicating their agreement is required in order to move forward with the process. A meeting with the director for discussion of the promotion advisability is strongly recommended for all cases.
- Promotion materials are submitted to the director in late Spring of Year 5. The review process is typically completed by the end of the Spring semester, Year 6.
- The school review committee should be constituted no later than May 15 in the academic year prior to the review. Directors should ensure that at least 1 CT faculty member of higher rank than the candidate is appointed to the standing review committee.

- For the professor of practice series, submitting promotion materials before the CFA *required* or *recommended* number of years of service is an early option granted only at the recommendation of the director and discretion of the dean. Assistant professor of practice candidates wishing to pursue the early option must complete 3 years of service as per university mandate, and must contact their director by January 15 of the year they plan to submit materials in order to discuss the advisability of going up early for promotion. Before proceeding with the review, the director and dean must indicate their positive recommendation for early consideration.

### **Associate Professor of Practice to Full Professor of Practice**

The College of Fine Arts policy strongly recommends 6 years at the Associate Professor of Practice rank at > .50FTE before a promotion appointment is possible. At the discretion of the director, career-track faculty considering promotion may be granted credit for years of prior commensurate service.

- During the faculty member's 5<sup>th</sup> year in rank as associate professor of practice, the director will inform the prospective candidate that they have a right to be reviewed for promotion. A formal response in writing from the faculty member indicating their agreement is required in order to move forward with the process. A meeting with the director for discussion of the promotion advisability is strongly recommended for all cases.
- Promotion materials are submitted to the director in late Spring of Year 5. The review process is typically completed by the end of the Spring semester, Year 6.
- The school review committee should be constituted no later than May 15 in the academic year prior to the review. Directors should ensure that at least 1 CT faculty member of higher rank than the candidate is appointed to the standing review committee.
- For the professor of practice series, submitting promotion materials before the CFA *required* or *recommended* number of years of service is an early option granted only at the recommendation of the director and discretion of the dean. Associate professor of practice candidates wishing to pursue the early option must contact their director by January 15 of the year they plan to submit materials in order to discuss the advisability of going up early for promotion. Before proceeding with the review, the director and dean must indicate their positive recommendation for early consideration. Please note: The university-level minimum of 3 years of service does not apply to career-track professorial titles at the associate level.



## MATERIALS FOR PROMOTION REVIEW

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Information on the promotion review process is included in [UHAP chapter 3.3.03](#). When going up for promotion all Career-Track professors should submit a dossier using the [templates](#) 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. Within sections candidates will find that not all headings are applicable to their workload and therefore may be omitted.

Career-track faculty members are responsible for submitting partial or complete materials for the following sections:

- Section 1: Summary Data Sheet
- Section 2 & 2A: Summary of Candidate's Workload Assignment
- Section 3: Departmental & College Promotion Criteria
- Section 4: Curriculum Vitae
- Section 4A: List of Collaborators
- Section 4B: Representative Work
- Section 5: Candidate Statement
- Section 6: Teaching Portfolio and Resources
- Section 6A: Teaching and Advising
- Section 6B: Supporting Documentation
- Section 10B: Collaborator and Other Letters (confidential letters are solicited by the director; other collected letters may be submitted by candidate in Sections 6B or 7B under Supplementary Documentation, as appropriate)

If a candidate wishes to document leadership of curricular or service initiatives, and/or significant contributions to the GIDP programs, they may add the following sections:

- Section 7: Portfolio for Leadership, Extension, Service or Innovation (optional)
- Section 8: GIDP Membership (optional)

The full list and instructions for the career-track dossier templates 2021-2022 is available from the Office of Faculty Affairs: <https://facultyaffairs.arizona.edu/promotion-dossier-templates>

It is important to be aware that dossier templates are updated annually by the Office of Faculty Affairs.

## STATEMENT ON PROFESSIONAL CONDUCT

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The University expects the highest standards of professional conduct, as detailed in the Statement on Professional Conduct in UHAP 7.01.01 This Statement 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.”

### CFA CRITERIA FOR PROMOTION Teaching, Research/Creative Activity, Service/Outreach

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#### TEACHING

With teaching as a primary responsibility in the career-track faculty workload assignment, candidates for promotion must present evidence of a consistent record of teaching excellence. Evaluation of teaching must be aligned with the criteria and standards set forth by the school and the College of Fine Arts, and it is the responsibility of all career-track faculty to become acquainted with promotion criteria provided by their director. Escalation of curricular contributions and a growing agency on the part of the candidate should be evident when considering promotion into the senior and principal lecturer, and the associate and full professor of practice ranks. For promotion to the highest ranks, there must be clear evidence that candidates have demonstrated capacity to take on leadership roles in developing and establishing curricula goals as defined by the school and director.

**Teaching Quality Indicators** include but are not limited to: formal Peer Evaluations of Teaching; Student Course Surveys (SCS); Teaching Portfolio including courses taught, syllabi and materials, new course development; pedagogical innovation, evidence of student success; Candidate Statement (Dossier Section 5); and support letters from colleagues.

**Excellence in teaching** may be found in the following non-exhaustive list of practices:

- Contributing to positive student engagement through well-constructed course content that is appropriately aligned to the level of instruction;
- Embracing innovative pedagogical techniques and new approaches to teaching;
- Adopting strategies for inclusive classroom approaches including culturally relevant approaches and inclusive curricular content;
- Designing environments where students learn to articulate issues and solve problems;

- Making decisions based on data and self-reflection that lead to improved classroom experiences;
- Creating syllabi and course materials that are dynamic and engaging and contribute to student success;
- When assigned, advising and mentoring of graduate students, including the effective supervision of GTAs.

## **RESEARCH & CREATIVE ACTIVITY**

Consistent with the faculty member's workload assignment, faculty should demonstrate ongoing contributions to their discipline through measures of research/creative activity achievements including, but not limited to, the following:

- Publications, exhibitions, and public or recorded performances, disseminated at the regional, national and/or international levels as appropriate;
- Creation or performance of new works;
- Grants, contracts, and awards;
- Invitations to present or perform at universities, and regional, national or international workshops, conferences or professional meetings.

Consistent with the universities' view of inclusive scholarship, candidates may also engage in the dissemination of knowledge to non-academic audiences, institutions and communities. Evaluation of these activities will be based on their strategic value to the field and on the extent to which they effectively represent the candidate as an expert in their areas of knowledge.

- Publishing in trade publications specific to their fields, magazines, newsletters, electronic sites, and other media;
- Research/creative activity contributions to outside institutions, communities, or businesses.

## **SERVICE/OUTREACH**

Career-track faculty who are assigned a defined Service component must present evidence of serving on School, College, and/or University committees. If Service/Outreach is part of a faculty member's workload, ongoing engagement within the university and with local, regional, and/or national professional constituencies is expected. Service to professional associations and on public committees where faculty disciplinary knowledge is disseminated is highly recommended. Examples of service contributions may include, but are not limited to, the following examples:

- Participating in the activities of professional organizations in one's discipline at local to national levels as appropriate, such as adjudicating or review activities, editorial boards, teacher networks, professional societies and faculty promotion external reviews;
- Serving on graduate-level student committees as defined in the Graduate Faculty-Graduate College
- Serving on school-level committees and teams;
- Serving on college and university level committees and teams;
- Using one's area of expertise for the benefit of local, regional, or national communities;
- Actively engaging in student recruiting and retention;
- Actively participating in faculty governance in the unit or college;
- Providing non-credit courses to professional programs.

## **Instructor**

### **Criteria for Appointment**

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**Appointment to Instructor:** Appointment to instructor is based on accomplishment in a particular discipline combined with promise as a university-level educator. The position offers the opportunity to develop potential in teaching. The College of Fine Arts requires successful completion of an advanced degree or equivalent professional experience for appointment to instructor. The primary responsibility of this position is teaching designated undergraduate courses, though limited graduate courses may be assigned.

## **Lecturer**

### **Criteria for Appointment & Promotion**

#### **Lecturer/Senior Lecturer/Principal Lecturer**

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#### **Appointment Criteria for Lecturer**

- Reference TITLE DEFINITIONS: CAREER-TRACK FACULTY: Lecturer for primary responsibilities.
- Successful completion of a terminal degree or equivalent professional experience in the relevant field is required.

- Evidence of promise in teaching is required and may be demonstrated through the following indicators: strong letter of recommendation; student, peer, and/or supervisor teaching evaluations; teaching portfolio; inclusive course content and culturally relevant strategies in learning environments; and pedagogical innovations.
- Lecturers will be expected to focus teaching efforts on student learning and engagement through course design in relevant modes; development of syllabi and course materials; and the creation of inclusive classroom experiences.
- For appointment to lecturer, faculty must demonstrate depth of knowledge in their discipline. (See CFA CRITERIA FOR PROMOTION: RESEARCH/CREATIVE ACTIVITY.)
- Service/outreach, when a defined component of the workload, will be assigned by the Director with consideration of the needs of the school and the relevant activity measures listed above. (See CFA CRITERIA FOR PROMOTION: SERVICE/OUTREACH.)

### **Promotion or Appointment Criteria for Senior Lecturer**

- Successful completion of a terminal degree or equivalent professional experience in the relevant field is required.
- Promotion to senior lecturer requires consistent excellence in teaching as found in the **Teaching Quality Indicators**. (See CFA CRITERIA FOR PROMOTION: TEACHING.)  
Candidates must demonstrate the potential for ongoing impact in student learning and engagement through course design in relevant modes; syllabi and materials development; the creation of inclusive classroom experiences; and a commitment to student success.
- For promotion to senior lecturer, candidates will have demonstrated potential and capacity to take on a wider scope of curricular responsibilities as defined by the needs of the school.
- Service/outreach, when a component of the workload assignment, must show evidence of quality and engagement as determined by the relevant activities listed above. (See CFA CRITERIA FOR PROMOTION: SERVICE/OUTREACH.)

### **Promotion or Appointment Criteria for Principal Lecturer**

- Successful completion of a terminal degree or equivalent professional experience in the relevant field is required.
- Promotion to principal lecturer indicates the senior lecturer has demonstrated consistent excellence in teaching as found in the **Teaching Quality Indicators** (See CFA CRITERIA FOR PROMOTION: TEACHING.)
- An essential requirement for promotion to principal lecturer will be strong evidence of potential and capacity for leading curricular responsibilities and reforms as needed by the school.

- Service/outreach, when a component of the workload, must show evidence of quality, engagement and impact, especially in leadership roles, and as determined by the relevant activities listed above. (See CFA CRITERIA FOR PROMOTION: SERVICE/OUTREACH.)

## **Professor of Practice**

### **Criteria for Appointment & Promotion**

#### **Assistant Professor of Practice/Associate Professor of Practice/Full Professor of Practice**

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##### **Appointment criteria for Assistant Professor of Practice**

- Reference TITLE DEFINITIONS: CAREER-TRACK FACULTY: Professor of Practice for primary responsibilities.
- All ranks of professor of practice are required to hold either a terminal degree in the discipline or a significant and sustained record of professional experience in an area of practice.
- A demonstrated level of accomplishment and expertise in an area of practice or specialization. (See CFA CRITERIA FOR PROMOTION: RESEARCH/CREATIVE ACTIVITY.)
- Clear evidence of potential for university-level teaching and mentoring is essential.
- Potential to perform professional responsibilities under service and outreach should be apparent. (See CFA CRITERIA FOR PROMOTION: SERVICE/OUTREACH.)

##### **Promotion or Appointment to Associate Professor of Practice**

- All ranks of professor of practice are required to hold either a terminal degree in the discipline or a significant and sustained record of professional experience in an area of practice.
- Candidates must show evidence of a demonstrated record of consistent teaching excellence through student, administrative and peer evaluations and other indicators as found in the **Teaching Quality Indicators** (See CFA CRITERIA FOR PROMOTION: TEACHING.)
- If the position holds a research/creative activity component, an ongoing record of outstanding achievements in the discipline will be required. (See CFA CRITERIA FOR PROMOTION: RESEARCH/CREATIVE ACTIVITY.)
- Service/outreach, when a defined component of the workload, must show evidence of expanding commitment and engagement, as determined by the relevant measures listed above. (See CFA CRITERIA FOR PROMOTION: SERVICE/OUTREACH.)

## Promotion or Appointment to Full Professor of Practice

- All ranks of professor of practice are required to hold either a terminal degree in the discipline or a significant and sustained record of professional experience in an area of practice.
- Evidence of superior teaching and student mentoring through recognition such as awards and other indicators as found in the **Teaching Quality Indicators** (See CFA CRITERIA FOR PROMOTION: TEACHING.)
- Potential for leadership in mission-critical work such as innovation in course design, curricular reforms, faculty mentoring and program leadership.
- A demonstrated record of contributions to student recruitment and retention.
- If the position holds a research/creative activity component, a distinguished record of outstanding achievements in the discipline must be evident. (See CFA CRITERIA FOR PROMOTION: RESEARCH/CREATIVE ACTIVITY.)
- Clear evidence of the potential and capacity to undertake leadership roles in professional organizations, within one's discipline and as appropriate, such as editorial boards, teacher networks, professional societies, etc.

## TRACK TRANSFERS

### Instructor/Lecturer/Professor of Practice

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**General considerations:** Initiation of the track transfer process must be based on the needs of the school and related discussions with directors and the dean. When further justified by a record of consistent achievement in annual performance reviews, with increased responsibilities such as expanded teaching or supervisory duties as defined by the director, CFA career-track faculty at any rank may be converted to other ranked titles on the career-track.

Transferring across career-track appointments is subject to the approval of the Provost, and is an outcome of positive recommendations by the CFA committees, the director and the dean as specified in [Track Transfer Reviews](#).

The College of Fine Arts normally considers CT transfers:

- from lecturer to professor of practice appointments
- from instructors to lecturer or professor of practice appointments
- from tenure-eligible (TE) appointments to career-track or other year-to-year appointments.

Detailed guidelines for dossier submission are provided by the Office of Faculty Affairs under [Track Transfer Reviews](#). In each case, the candidate must submit a dossier appropriately comprised of designated sections described in the Track Transfer Reviews. The full listing of section templates may be found [here](#).