2021 Promotion & Tenure Process
Administrators

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Agenda

- Introductions
- Promotion Process
- Department Head/Director Considerations
    - Review Committees
    - External Reviewers
- Promotion Dossier
    - Review of Teaching Evaluation
- Evaluation Considerations
    - Unconscious Bias
- Review, Promotion and Tenure System

Introductions

- **Andrea J. Romero**
  Vice Provost for Faculty Affairs

- **Asya Roberts**
  Executive Associate, Faculty Affairs

Faculty Affairs Resources

- For all recorded workshops and slides: https://facultyaffairs.arizona.edu/promotion-workshops

- Guide to Promotion Process and Dossier Templates: https://facultyaffairs.arizona.edu/guide-promotion-process

Promotion Policy and Faculty Affairs Resources

- University Handbook for Appointed Personnel
  - Tenure-Track
    - Chapter 3.3
  - Continuing Status
    - Chapter 4A.3

- Faculty Affairs Website Resources
- https://facultyaffairs.arizona.edu/content/about-promotion
  - Inclusive View of Scholarship
  - Guide to Promotion
  - Promotion Clock
  - Promotion Criteria
  - Continuing Status & Promotion
  - Promotion & Tenure
  - Promotion and Career-track Faculty
  - Promotion Workshops

The Promotion Review Process

The Promotion Process Starts Where the Hiring Process Ends

Department Heads Should

- Encourage and help candidates to identify research/teaching/grant mentors.

- Use annual reviews to help candidates set goals.

- Help candidates prioritize service commitments.

- Help limit new teaching preparations and align teaching and research interests.

- Specify criteria and expectations.

- Be precise on areas needing improvement.

- Help candidates articulate their research/teaching goals and needs.

- Keep good records.

The Promotion Process Starts Where the Hiring Process Ends

Candidates Should

- Review and discuss promotion criteria for department and college.

- Set scholarship goals, and forms of accountability and feedback.

- Talk to senior faculty about how they assess impact, national standing, and quality.

- Solicit peer review of teaching and classroom observations

- Participate in national organizations and get familiar with work of individuals who could be external reviewers.

- Use annual reviews to
  - ✓ Discuss your program of work,
  - ✓ Set limits and priorities, and
  - ✓ Solicit frank assessments.

Requesting Tenure-Clock Delays in Reviews

Submit requests at least one semester before the review.

- **Birth or Adoption**

- **Personal Reasons** such as personal health or family or partner health and care

- **Prestigious External Commitments** that take time away from research

- **Adverse Professional Circumstances** that are beyond the candidate's control

- **COVID-19**
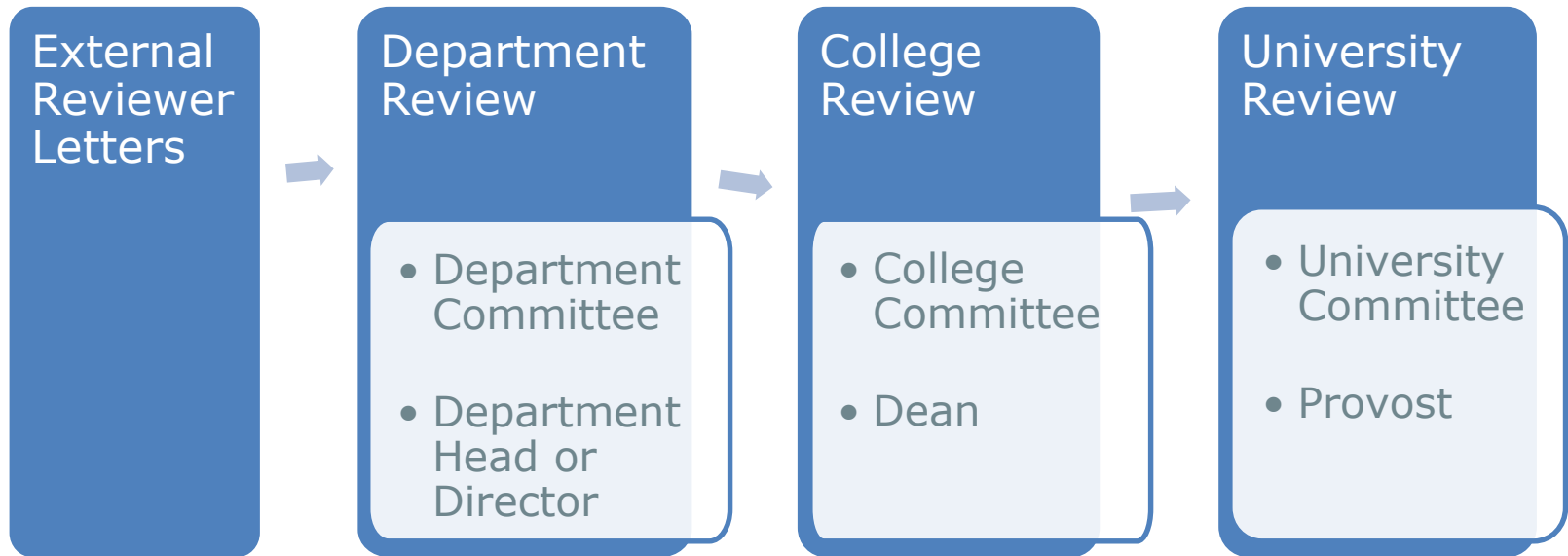 - https://facultyaffairs.arizona.edu/covid-19-clock-delay

The Promotion Process for Candidates

- Meet with Department Head Spring before
  - Confirm and discuss first page, workload page
  - Share candidate's list of external reviewers or those not to be contacted
  - Agree on deadline for submission of materials
- Attend Promotion Workshops
- Prepare Dossier
  - CV
  - Candidate Statement
  - Teaching Materials
  - Additional materials for department head (publications, teaching materials (syllabi, examples of student work), service materials (thank you, etc.)
- Receive letter from Department Head – Fall
- Receive letter from Dean –Early Spring
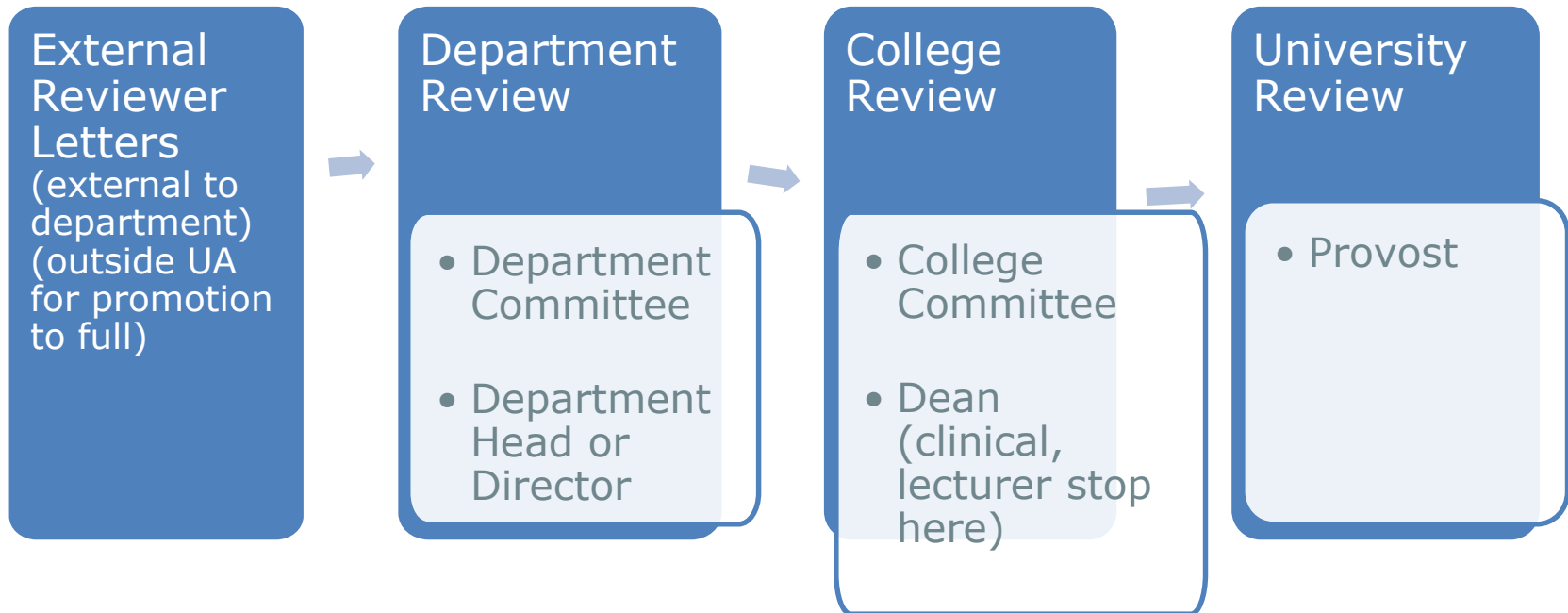- Receive letter from University –last Friday of April

The Promotion Review Process
Levels of Reviews

External Reviewer Letters

→

Department Review
- Department Committee
- Department Head or Director

→

College Review
- College Committee
- Dean

→

University Review
- University Committee
- Provost

The Career-track Review Process
Levels of Reviews

External Reviewer Letters
(external to department)
(outside UA for promotion to full)

→

Department Review

- Department Committee
- Department Head or Director

→

College Review

- College Committee
- Dean (clinical, lecturer stop here)

→

University Review

- Provost

Voting and Letters

- Voting usually secret ballot
- Indicate number of votes for approval, denial or abstention, recusal,
  - Summarize reasons for recusals and abstentions,
- Letter
- Dates
- Signed by committee members
- Clear indication of decision of committee
- Identify strengths and weaknesses in each area of workload with concrete examples
- Summarize external reviewer recommendations and comments
- ***Committee votes with split opinions should be explained, and a minority opinion should be provided***.

Administrator Notifications to Candidates

Candidates are notified by the department head or director and dean when their dossier has moved forward to the next level of the review.

- **This is required for candidates under review.**

- The written notifications to the candidate can be included in the dossier.

- Review the policy in the [University Handbook for Appointed Personnel (UHAP) 3.3.02C](#), for more information.

Additions to Dossiers?

- Up to **one month after dossier submission**, additions may be made (for example, a major grant or publication).

- **However, the addition must be requested by an administrator or committee chair.**

- Additions require re-review at earlier levels.

- Candidate must be informed.

- Candidate must be given chance to respond if the information is negative (such as poor teaching evaluations).

Appeals of Promotion Decisions

- The Provost's decision may be appealed, as detailed in UHAP 3.3.02.e and UHAP 4A.3.02.

- **Appeals to the President must be made in writing within 30 days of the Provost's decision.**

- Access to redacted dossier is provided following the Provost's Office protocol.

*The President's decision is final, **except** in cases of discrimination or unconstitutional violations of due process.*

Department Head Considerations

The Promotion Process

- Department creates P & T Committee the Spring before review
  - Peer Observation of candidate using OIA form
  - Nomination for Provost Innovation in Teaching
- Develop list of external reviewers (with input from candidate and sometimes with input from review committee)
  - Check all suggested lists against the list of collaborators in the candidate's CV. Eliminate any collaborators from the final list of independent, external reviewers.
  - Department Head contacts external reviewers early
  - No more than half of letters can be nominated by candidate
  - Must be arms-length
  - 3-8 external reviewer letters
- Department gives candidate deadline for submission of complete dossier.
  - First Page- Candidate and Department Head
  - Workload and summary – Department Head

Putting Together the Review Committee

- ***At least three faculty members from rank superior*** to the rank being considered for promotion.
- Deans and delegated Associate Deans **can appoint a surrogate outside of the department** to conduct the review to mitigate any issues of mentoring, internal collaborations or questions of maintaining a balanced review process.
- In appointing departmental standing committees, consideration should be given to candidates' involvement in GIDPs and other interdisciplinary units. When that involvement is significant, an outside faculty should be appointed to the committee.

Conflict of Interest

- Committee members or administrators who have coauthored substantial publications or grants with a candidate within the last five years should recuse themselves to avoid raising questions about the independence of reviews.

  - If recusing committee members is not feasible because of the size of the department, the committee must address the concerns about conflicts of interest in its letter.

- Individuals who **serve concurrently on departmental, college and/or University promotion and tenure committees** must recuse themselves from voting on any case they provided a vote in an earlier committee.

- Review committees' assessments are to be independent of the administrators whom they advise. Standing committees normally will meet without the administrator whom they advise, as noted in UHAP.

Committee Process

- Meet without the administrator whom they advise.

- ***Deliberations, evaluations, and recommendations of committees are confidential, as well as any evaluations or recommendations that they review from other committee/administrator levels.***

Review Committees

Protect the Process to Ensure Fair Reviews

- **Follow the *Guide to the Promotion Process*.**

- **Consult with your dean or the Provost's Office** on procedural variations or questions.

- Confidentiality

- **External and internal reviewers cannot be collaborators**.

- **Use Collaborator Letters** from those who are not independent.

- **Sign and date committee letters**.

- **Explain votes, recusals and abstentions**.

Confidentiality

- Confidentiality is required and imperative.
- Confidentiality is core and critical to this process.
  - NEVER reveal votes or comments shared during deliberation
  - NEVER share letters
  - NEVER reveal external reviewer identity or content of letters or recommendations
- Votes never linked with names.
- Violations of confidentiality undermine decision making and have other negative impacts on units.
- Essential to sustain trust in the process.
- Reminders about confidentiality at the beginning of committee review are necessary.

UHAP 7.01 Professional Conduct

- Inclusive & respectful
  - Value all voices
- Integrity and established standards
  - Fairness & honesty, avoid conflict of interest
- Good stewards of university resources
- Safe environment for all who work with us
  - No discrimination, harassment, intimidation, inclusive
- Academic freedom and freedom of speech
  - Opposing views, critical thinking, scholarly rigor
- Instructional commitment
  - Curiosity, student belief in their own ability
- Commitments to research, scholarship & creative activities
  - New knowledge that challenges our thinking
- Service and outreach commitments
- http://policy.arizona.edu/sites/default/files/uploads/UHAP%207.01%20Professional%20Conduct.pdf

External Reviewers

External Reviewers

- Names submitted by candidate
  - Department head will ask candidate for any names to NOT put on the list
- ***No more than half of external reviewers can come from candidate list***
- Cannot be collaborators
- **Must be arms-length**
- 3-8 external reviewer letters
- STRONGLY suggested to include 5 independent letters

Candidate Choice of External Reviewers

- Provide department head the name, rank, institution, email, short bio, and reason for choosing
- Experts in your field (3-4)
  - Leave some names for your department head to choose
  - Consider interdisciplinary representation
- Rank above your own current rank
- Peer institutions is a key consideration
- Arms-length
  - No co-authors (any published work, abstracts, grant proposals within 5 years before submission of dossier)
  - No co-investigators or consultants on grants
  - No previous mentors or advisors
  - Editors of journals or books are ok

Independent Reviews & Collaborators

- As with the provisions used by NSF and other groups to ensure the impartiality of reviews,
  - *Committee members or administrators who have coauthored substantial publications or grants with a candidate should recuse themselves to avoid raising concerns about their impartiality.*
  - If it is found that outside reviewers are *close friends, former co-workers, mentors, mentees of the candidate,* then additional independent letters must be solicited.
- Collaborators can provide letters that describe independent contribution of candidates.
  - *Collaborators are defined as individuals who have co-authored books, articles, abstracts, or grant proposals within the **last five years or 60 months.***
  - *Collaborators also include individuals who have been a candidate's dissertation/thesis advisor, supervisor, or close coworker in a lab, department, or residency program, **even if this occurred more than five years prior to the review.***
- Questions about this matter should be directed to the Vice Provost for Faculty Affairs.

External Reviewers

*Solicited by the Department Head
or the Committee Chair.*

- External Reviewers **MUST** be **independent** and **at or above the rank** the candidate is being reviewed for promotion.

- **Only head or committee chair should contact** outside reviewers.

- **No more than half** can come from candidate's list.

- **Document the selection process**.

- **Use the required template** for requesting letters.

- Include **all** solicited letters.

- Submit brief bios of external reviewers, not CVs.

- **Experts at peer institutions**.

Peer Institutions: https://uair.arizona.edu/content/ua-peers

INSTITUTION	AAU	MED SCHOOL	PAC 12	LAND-GRANT
The University of Arizona	X	X	X	X
Arizona State University			X	
University of California, Berkeley	X		X	X
University of California, Davis	X	X		X
University of California, Los Angeles	X	X	X	
Stanford University	X	X	X	
University of Southern California	X	X	X	
University of Colorado, Boulder	X		X	
University of Florida	X	X		X
University of Illinois at Urbana-Champaign	X	X		X
University of Iowa	X	X		
University of Maryland, College Park	X			X
Michigan State University	X	X		X
University of Minnesota, Twin Cities	X	X		X
University of North Carolina at Chapel Hill	X	X		
Ohio State University	X	X		X
University of Oregon		X	X	
Oregon State University			X	X
Pennsylvania State University	X	X		X
University of Texas at Austin	X			
Texas A&M University	X			X
University of Utah		X	X	
University of Washington	X	X	X	
Washington State University			X	X
University of Wisconsin, Madison	X	X		X

Collaborator Letters

- Department head reaches out to collaborators for letters – not candidates

- Collaborators include
  - Very helpful if engaged in collaborative work
  - Very helpful to represent view of non-academic partners
  - Collaborators include
    - Dissertation advisors,
    - Supervisors
    - Close co-worker in lab, department, or residency program
    - Collaborators on book editing or journal editing projects
    - Co-instructors
    - Teaching Assistants
    - Former Students

External Reviewers for Career-Track Review

- *please note that units may have specific criteria noted in their promotion criteria and guidelines*

- Assistant to Associate

  - **External to unit & Internal to University of Arizona**

- Associate to Full

  - External to University of Arizona

Career-track Candidate Choice of External Reviewers

- Department head is the one who reaches out to external reviewers – not the candidate

- Provide department head the name, rank, institution, email, short bio, and reason for choosing
- Comparable career-track position
- Rank above your own current rank
- Arms-length
  - No co-authors (any published work, abstracts, grant proposals within 5 years before submission of dossier)
  - No co-investigators or consultants on grants
  - No previous mentors or advisors
  - Editors of journals or books are ok

The Promotion Dossier

The Promotion Dossier

Section #	Title	Prepared By
Section 1:	Summary Data Sheet	Dept. Administration
Section 2:	Summary of Candidate's Workload of Assignment	Dept. Admin, Head/Director & Candidate
Section 3:	Dept. & College Criteria (not the full guide)	Dept. Administration
Section 4:	Curriculum Vitae & List of Collaborators	Candidate
Section 5:	Candidate Statement	Candidate
Section 6:	Teaching Portfolio	Candidate
Section 7:	Evaluation of Teaching & Recommendation for Provost Award	Dept. Committee
Section 8:	Portfolio to Document Leadership in Service & Outreach	Candidate
Section 9:	Membership in Graduate Interdisciplinary Programs	Candidate, GIDP Chair & Dept. Committee
Section 10:	Letter from Outside Evaluators & Collaborators	Dept. Administration, Committee Chair & Head/Director
Section 11:	Recommendations *(from Internal Reviewers)*	Dept., College & Univ. Levels

Refer to the **Guide** for tips on preparing dossiers

Section 1:
Summary Data Sheet

https://facultyaffairs.arizona.edu/sites/default/files/00_2019-20_01-11%20CT_Promotion%20Dossier.pdf

SECTION 1: SUMMARY DATA SHEET

DATE:

NAME:

EMPLOYEE IDENTIFICATION NUMBER:

CURRENT TITLE:

HOME DEPARTMENT:

COLLEGE:

CAMPUS ADDRESS:

UA BUILDING: ROOM #   PO BOX#

SHARED APPOINTMENT:
Shared: Faculty member's budget line is split between two or more departments. Include Appendix A: Checklist for shared appointments

TERMINAL DEGREE:

MONTH/YEAR OF TERMINAL DEGREE:

FINAL YEAR OF TENURE ELIGIBILITY:
For tenure-eligible (te) faculty only

TITLE FOR WHICH YOU ARE APPLYING:

FACULTY TRACK: ☐ Tenure Eligible   ☐ Tenured

REVIEW TYPE: ☐ Mandatory review   ☐ Early Review   ☐ 3rd Year Retention

☐ Promotion (p) to Associate Rank with Tenure (t)
(votes on p&t are not separated for candidates considered for promotion to associate professor with tenure)

☐ Promotion to full professor with tenure
(votes can be separated for candidates considered for promotion to full professor with tenure)

☐ Tenure only, no promotion in rank

☐ Promotion to Full professor rank

☐ Track Transfer (ex: from career track asst. prof. to asst. prof. tenure eligible)

FACULTY SERVICE ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE

FACULTY SERVICE AT THE UA

INSTITUTION	DATES	RANK/TITLE

Section 2: Workload Assignment

Prepared by the Department Head

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR:

DEPARTMENT/SCHOOL OF: **FTE:**

Duties for the period 2013-14 through 2020-21 have been distributed as follows:

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teaching %								
Research %								
Service/Outreach % Internal and External								
Administrative Service %								
Clinical Service %								
Extension%								
Other Professional Activities% Name & describe activity								
Clock Delays or Leave(s)*								
Total	100%	100%	100%	100%	100%	100%	100%	100%

* Do not include percentages for years in which candidates were on leaves without pay and did not have assigned duties, but do **include** percentages for years with clock delays to recognize candidates' assigned duties. **Use an asterisk for years with delays.**

Requirements to meet departmental expectations for *TEACHING*:
Example: 40% teaching means approximately four 3-unit courses each academic year. This should correspond to general expectations in the department. Do not list specific course numbers, student names, etc.

Requirements to meet departmental expectations for *RESEARCH*:
Example: 40% research, which means an active research program that produces publishable research and/or tools or instruments that contribute to such research and grants. Do not list research projects, grants, or any information that specifically relates to the candidate's activities, as opposed to general expectations in the department/unit.

Requirements to meet departmental expectations for *SERVICE*:
Example: 20% service, which includes service to the department and university, participation or leadership in national or international scientific organizations or advisory groups, and outreach to schools and the general public. Do not list committees the candidate has served on or specific service duties.

Requirements and description for workload assignment in *ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION* (please see note below following "Additional Pages Attached"), and OTHER *PROFESSIONAL ACTIVITIES*:
Use Appendix A for Shared Appointments and Appendix C for participation in GIDPs and other interdisciplinary units.

<u>Section 2: Workload Assignment</u>

Prepared by the Department Head

The Workload Assignment should be kept current and accurate.

- Use percentages and define meaning
  - ➤ 40% teaching, which means … number of courses
  - ➤ 40% research, which means …
  - ➤ 20% service, which means …

- **Describe duties, do not praise achievements.**

- **Use the <u>template provided in the dossier</u>.**

- **Electronic signatures (.png) are acceptable to attach to the workload section.**

Your Job Description
Sets the Expectations for Review

- Explain your contributions in non-technical terms.

- **Include all job descriptions and note changes.**

- Often job descriptions include **statements of duties** that are used to assess position effectiveness.

- Duties *may include the following categories:*

  - ➢ *Research/Scholarship/Creative Activity,*
  - ➢ *Outreach/Service,*
  - ➢ *Teaching/Educational Outreach, and*
  - ➢ *Position Effectiveness*
  - ➢ *Clinical Service*
  - ➢ *Administrative Service*
  - ➢ *Extension*

Pandemic Context

- Additional stress, frustration, anxiety and even burnout

- Increased workload

  - Remote learning pivot and student safety

- Deterioration of work-life balance

- Fewer uninterrupted blocks of time

- Grief, loss, loneliness, illness, death

- Teaching Challenges and Additional Service

  - Extraordinary support for students and colleagues

- Research Challenges

  - Access to lab, access to human participants, slow down in lab activities or materials, loss of grad students, Loss of funding

  For more info and further reading: https://facultyaffairs.arizona.edu/covid-19-context

Systemic Barriers

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic.

- Caregiving has been a very prominent issue.

  - *Concerns about underreporting in COVID19 statements*

- UArizona COVID19 Instructor Survey Report –Spring 2020:

  - https://facultyaffairs.arizona.edu/faculty-reports-and-data

SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required: 2021 and Forward)

- https://facultyaffairs.arizona.edu/covid-19-context

- The ***purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work***.

  - Please provide no more than a 2 page description (single spaced) for this subsection.

  - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester.

COVID-19 considerations

Starting Point For The Honest Conversation

Asking The Right Questions

TEACHING

How many course(s) were transitioned to an online mode during Spring 2020?

Was completion of online-education training or attendance at teaching meetings required?

Did faculty member mentor students during Spring 2020?

RESEARCH

Was access to their research lab reduced or eliminated?

Was unspent start-up funding pulled to offset university finances?

Was there irreplaceable loss of research animals, subjects, supplies, field seasons, or travel?

Were invited seminars and/or conference presentations cancelled?

Was the research program altered to address issues related to COVID-19?

SERVICE

Did faculty member contribute to department or university initiatives related to COVID-19?

Did they contribute to public discussions, community engagement related to COVID-19?

Did the scope of service duties change during Spring 2020?

Evaluation Committees Should:
Be diverse - Include women and faculty of color.
Be informed - Understand inequality and inequity at their institutions.
Be transparent - Detail plans to promote gender equity and race parity.
Be proactive - Distribute a clear and documented procedure for (re)evaluation.
Be trained - Understand how COVID-19 differentially impacts the careers of women.

(Malisch, et al., 2020)

Additional Considerations

- Most peer institutions are instituting the same type of protocol, so it will be expected and common in dossiers sent to external reviewers.
  - Indicate systemic barriers
- Possible Positive Impacts
  - Creativity/good outcomes of teaching
  - Indicate if Service activities are COVID-19 related
  - Provide examples of publicly significant contributions

Section 3
Department and College Promotion Criteria

Set criteria for review for your discipline/unit

<u>Sections 4: CV</u>
Documenting Your Activities

- **Follow the required CV format exactly.**
- **TEMPLATES VARY BY TRACK**
  - **PROMOTION & TENURE TRACK**
  - **CONTINUING STATUS AND PROMOTION TRACK**
  - **CAREER-TRACK PROMOTION**
- Get models for CVs from others in your department and your field
- Review your records of service and teaching contributions.
  - Service – break out by subsections
  - Teaching
    - Mentoring and student outcome in tables

8: Service and Outreach Portfolio

- **This section is an <u>option</u> for P&T candidates, but all candidates should discuss the impact of their service**.

- **This section may be <u>required</u> for continuing status reviews** that include educational outreach.

- In P&T reviews, these materials remain in departments.

- What to Include?
  - ➢ Technical reports, research studies, and presentations
  - ➢ Articles for popular publications and instructional materials,

- What to include in the dossier to document impact?
  - ➢ Letters from community collaborators noting impact
  - ➢ Letters from research collaborators noting rigor and innovation
  - ➢ News reports on service contributions
  - ➢ Adoptions of programs and materials by other institutions

SECTION 8: PORTFOLIO TO DOCUMENT LEADERSHIP IN SERVICE AND OUTREACH

Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs. While the Service and Outreach Portfolio is optional in promotion and tenure reviews, it is required in continuing status reviews if a candidate is responsible for a major outreach program, as in Cooperative Extension or the University Libraries. The Service and Outreach Portfolio provides candidates with an opportunity to describe and document a program they have developed. This documentation is for departmental reviews and should only include information for the time in rank, or if that time is limited, the last five years. Please note some items are not forwarded to college/university committees. However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.

- Service and Outreach Portfolios can be used to document collaborations with business and community partners, tech transfer and commercialization activities, and other forms of translational research highlighted in the inclusive view of scholarship included in the University's promotion criteria: https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship
- Candidates should consult our resource page on the scholarship of engagement: https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship

Program Overview (*FORWARD* with the dossier for college and university review)
Description of Program
☐ Provide a short description of the service or other educational programming provided by the candidate, including the program goals and objectives. Describe the needs that the program is intended to serve, the ways its components were developed, and the methods used to communicate to potential audiences.

Assessment of Program
☐ Describe the assessments that have been developed for the program, including the feedback from collaborators and clients that is included below. Characterize the program's accomplishments and provide specific measures of the program's success and the ways they were obtained.

Supplementary Documentation (*DO NOT FORWARD* with the dossier for college and university review)
Supporting Documentation
☐ Materials from seminars or workshops

☐ Technical reports, research studies, and presentations

☐ Newsletters, pamphlets, and articles for popular and special interest publications

☐ Online resources developed for community, business, agency, or disciplinary associations

☐ Expert testimony or consultations

Documentation of Impact
☐ Letters from community or business collaborators noting the impact of the programs or services Solicited letters from collaborators must be included in section 10.

☐ Letters from academic collaborators noting the impact and/or methodological rigor of the contributions Solicited letters from collaborators must be included in section 10.

☐ News reports on service contributions

☐ Grants secured to support or build on service contributions

☐ Contracts to support contributions

☐ Adoptions of programs and materials by other institutions or groups **Prepared by the Candidate**

Review of Teaching

Teaching Review

- Extent of teaching
- Course Descriptions
- Student Evaluations
- Individual Student Contact
- Contribution to Innovation & Collaboration
- Teaching Awards/Grants
- Teaching Philosophy (optional)
- Peer Observations (optional for candidate to submit)
- Supporting Docs
  - Syllabi, course content, student comments, student outcomes
- Inclusive curricula & classrooms
  - Universal design principles
  - https://diversity.arizona.edu/creating-inclusive-classrooms

Evaluation of Teaching Quality

Student feedback

Peer observation

Other evidence

Self-reflection

Learning outcomes
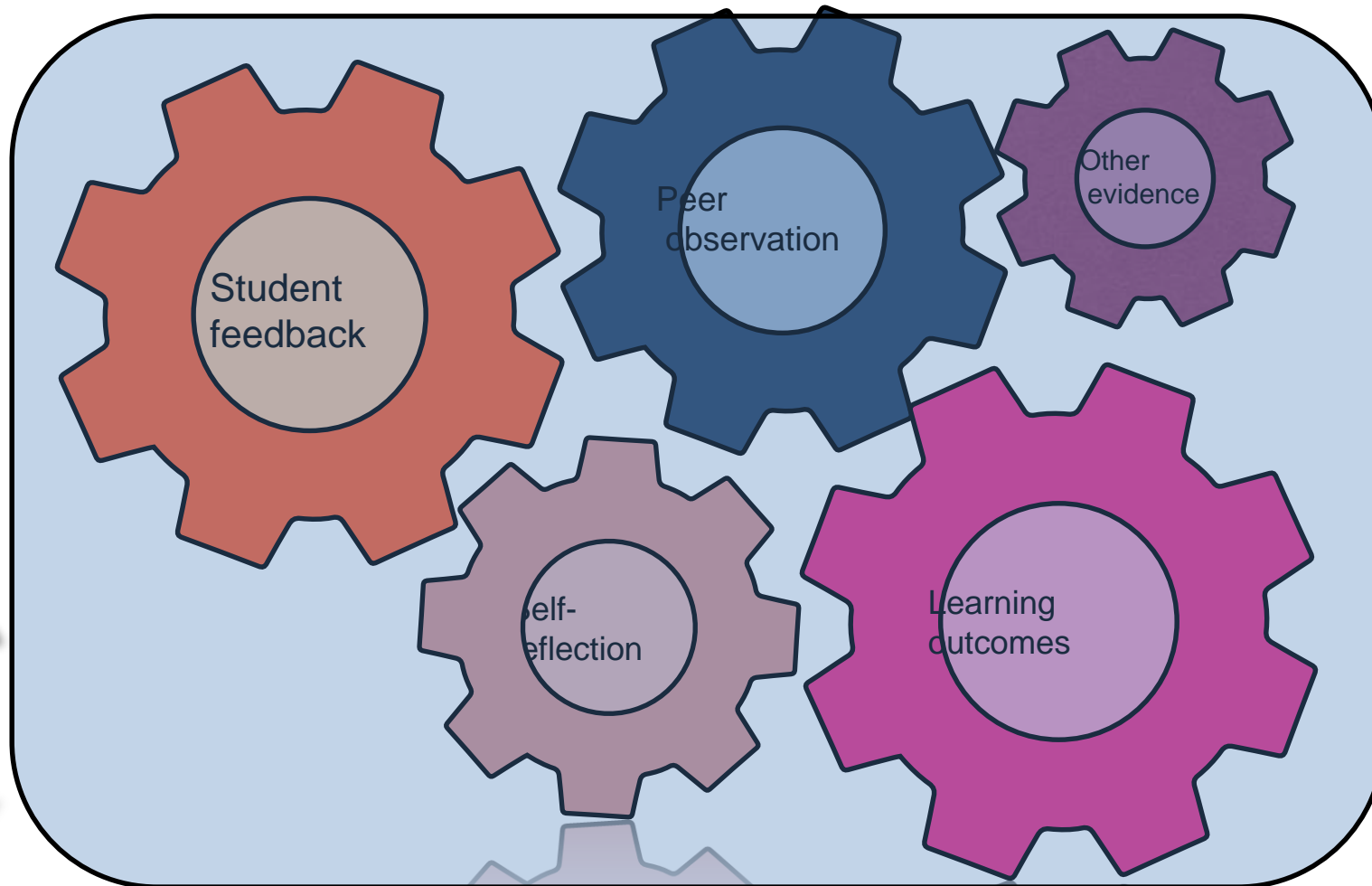
Teaching quality framework, University of Colorado
https://www.colorado.edu/teaching-quality-framework/

Holistic Evaluation of Teaching

- Best Practice focus on multiple sources of teaching quality
  - Student surveys
    - TCE reports generated by department coordinator and given to P & T Committee, candidates do NOT need to provide their TCE reports
    - Candidates may choose to summarize their TCE reports and student comments as part of their candidate statement
  - Peer observation
  - Course Materials
  - Teaching Statement (within candidate statement)
    - Evidence-based learning strategies
    - Inclusive curricula and classrooms
  - Extent of Teaching
    - Courses taught during time in rank
  - Individual Student contact
  - Instructional Innovation and Collaborations
  - Teaching Awards & Teaching Grants
  - Supporting Documentation
    - Syllabi and major assignments
    - Curricular reviews and other contributions

List of Courses

Course Name	Course Number	Format	Semester(s) Taught	Co-Taught?	Co-Teaching Percent Effort	Last Academic Year Taught	Total Number of Years Taught
(for example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2019-20	2

Section 6: The Teaching Portfolio

- **Supporting Instructional materials** (such as syllabi, slide presentations, class assignments, student project, and curricular reports) **stay at the department-level of the review**.

- **Information on Teaching and Advising will be forwarded past department**

- Document advising and mentoring.
  - New mentoring matrix will be available this year

- Link to Additional resources

OIA Consultation & Support Services

Assistance with **Peer Observations of Teaching & SCS/TCEs**

Contact:

Ingrid Novodvorsky
Director of Teaching, Learning & Assessment
Office of Instruction and Assessment
novod@arizona.edu and 520-626-4187

Rebecca Pérez
Assistant Director, Instructional Data
Office of Instruction and Assessment
rperez@email.arizona.edu and 520-626-0536

Interpreting SCS Multiple Choice Items
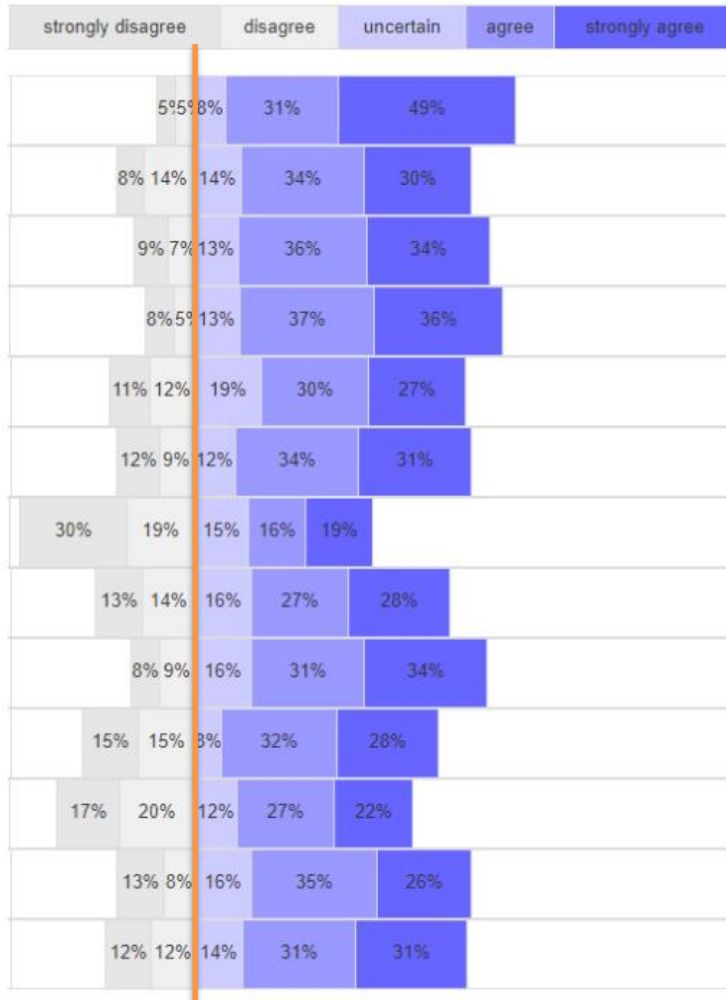
- For each item, look at the pattern of response rates

- Items with a greater proportion of strongly disagree and disagree may indicate teaching practices that can benefit from the introduction of new strategies

https://scs.arizona.edu/content/17

Interpreting SCS Results

Teaching Practice: Builds upon students' prior knowledge and experience

SCS Item: This course expanded my knowledge and skills in this subject matter.

Example Strategies:
•Visible Thinking: Illustrate how information links/connects with foundational concepts using diagrams or graphic organizers such as concept maps or mind maps. Both the instructor and students should have the opportunity to reveal their thinking to others and to discuss as a group.
•Make it relevant: Use models/contexts that make sense to students, relating to experiences they are likely to have had in their own lives. This can help facilitate the connection between new and prior knowledge.
•Encourage reflection: Have students revisit their ideas, and ask them frequently how their understanding has changed. How do new concepts/processes relate to those presented earlier in the course?

https://scs.arizona.edu/content/17

Identifying Trends in SCS/TCE Comments

http://shiny.bi.arizona.edu/

100 Most Commonly Used Words

Top 10 Words with Positive Sentiment
Based on the entire dataset
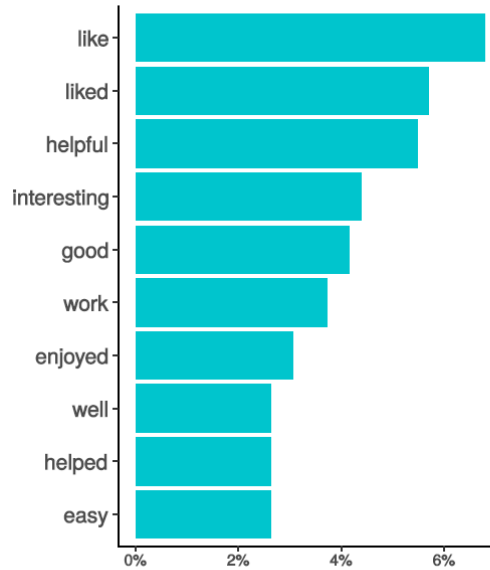
Top 10 Words with Negative Sentiment
Based on the entire dataset

(you'll need to use VPN if you are off campus)

What Do TCEs Measure?

➢ Student experiences, perceptions, feelings, self-reflections on their effort and learning, self assessment on performance and expected grade, self efficacy, etc.

➢ TCEs can measure students' perceptions of instructor and course effectiveness in support of their program completion and perceived learning.

What Do TCEs NOT Measure?

➢ Student learning and grades.

➢ Research has found that the gender, ethnicity and sexual orientation of faculty can have a significant impact on student evaluations.

TCE Consultation & Support Services

Assistance **to committees and faculty** accessing & interpreting TCEs.

Consultation with heads or committees on
- Using ratings in annual and performance reviews and
- Identifying additional TCE questions to assess curricula and student support.

Contact:

Rebecca Pérez
Assistant Director, Instructional Data
Office of Instruction and Assessment

rperez@email.arizona.edu and 520-626-0536

Section 7: Peer Observation
DONE BY PEER REVIEW COMMITTEE

- Use **[Peer Review of Teaching Protocol](#)** to conduct **at least one** (within 1 year) **teaching observation.**

- **No additional teaching memo**.

Section 7: Nomination for Provost Award DONE BY PEER REVIEW COMMITTEE

- Committees write a separate memo to recommend candidates for the **Provost Award for Innovations in Teaching**.

- Award criteria:

  - ➤ innovative teaching strategies

  - ➤ active learning strategies and other evidence-based instructional practices

  - ➤ well-structured course syllabi with well-defined learning outcomes

  - ➤ inclusive teaching strategies and course content to address diverse learning styles and experiences

  - ➤ involvement in workshops and collaborative reforms of teaching

  - ➤ strong TCE and student comments

  - ➤ teaching awards, grants, and other recognized achievements in teaching

  - ➤ effective mentoring and advising, including collaborations with students from diverse backgrounds.

Section 8: Service and Outreach Portfolio

- **This section is <u>optional</u> for P&T candidates, but all candidates should discuss the impact of their service**.

  - In P&T reviews, these materials remain in departments unless requested by candidate

- **This section is <u>required</u> for continuing status reviews** that include educational outreach or have it as a key component of their workload.

  - Program Overview (description & assessment) (adoption by other institutions)

  - Expert testimony or consultations

  - On-line resources for community, business, agency, or disciplinary associations

  - Newsletters, pamphlets or articles for popular or special interest publications

  - Technical reports, research studies, and presentations

  - Articles for popular publications and instructional materials,

  - News reports

Additional Information

- [Checklist for shared appointments](#)

- [Section 9: membership in graduate or other interdisciplinary programs](#)
  - Candidate description of GIDP membership or interdisciplinary programs/initiatives
  - Chairperson of GIDP evaluation of candidate contribution
  - Department Committee summary/evaluation of candidate contributions to GIDP

Evaluation Considerations

Evaluation

- **Workload Distribution**
- **Unit Criteria for Promotion**
  - Each unit has their own unique promotion guidelines that clarify what is considered of value within their field and what is typical in terms of workload, teaching, and service at each rank.
- **College Criteria for Promotion**
- **Inclusive Scholarship**
  - The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching.
  - The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews.
  - 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.
  - https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship

Publicly Engaged Scholarship

- Publicly Engaged Research and Creative Activities
- **Type 1. Research—business, industry, commodity group funded**. Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that generates new knowledge to address practical problems experienced by public or practitioner audiences.
- **Type 2. Research—nonprofit, foundation, government funded**. Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.
- **Type 3.** Research—**unfunded or intramurally funded applied research**. Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.
- **Type 4. Creative activities**. Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.

Publicly Engaged Instruction

- ***Type 5. Instruction—for credit—nontraditional audiences***. Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.

- ***Type 6. Instruction—for credit—curricular, community-engaged learning***. Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.

- ***Type 7. Instruction—noncredit—classes and programs***. Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.

- ***Type 8. Instruction—noncredit—managed learning environments***. Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).

- ***Type 9. Instruction—noncredit—public understanding, events, and media***. Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

Publicly Engaged Service

- Publicly Engaged Service
- ***Type 10. Service—technical assistance, expert testimony, and legal advice***. Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- ***Type 11. Service—co-curricular service-learning***. Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- ***Type 12. Service—patient, clinical, and diagnostic services***. Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- ***Type 13. Service—advisory boards and other discipline-related service***. Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- ***Type 14. Commercialized activities***. Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).

Doberneck, D. M., & Schweitzer, J. H. (2012). *Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure*. IARSCLE Conference.

Examining Implicit Bias

Even the most well-intentioned person unwillingly allows unconscious thoughts & feelings to influence apparently objective decisions.

-Dr. M. Banaji

The human brain takes in
11 million bits of information every second
but is aware of only about 40bits

persistent

accidental

mental associations

Unconscious Choices

hidden

stereotyping

blindspots

subtle

unintended

System 1

"I *really* didn't mean to say that."

decisions

short cuts

snap judgements

Over 30 years of research

- White Resumes receive more callbacks in hiring (Bertand & Mullainathan, 2004)

- Faculty reviewers rate female applicants lower than male applicants even when their applications were identical (Moss-Racusin et al., 2012).

- Lawyers rated African American male writing with lower average score and identified more spelling and grammar errors compared to an identical application of a White male.

- Increase in female hires in orchestras when using full or partial blind auditions (Goldin & Rouse, 2000)

- Peer reviewers assumed that women had less scientific competence compared to males with same credentials and qualifications (Wenneras & World, 1997)
  - Females had to publish 3 extra papers in high impact journals or 20 extra papers in excellent but less prestigious journals.

Raise Your Own Awareness Implicit Association Test (IAT)

The IAT measures the strength of associations between concepts (e.g. Males with Career, Women with Family) and evaluations (e.g. good, bad) or stereotypes (e.g. assertive, caring).

YOU CAN TRY IT!

(https://implicit.Harvard.edu/implicit/takeatest/html)

Clear Evidence of Implicit Bias

- Implicit biases form a cognitive short hand system; we do not have the brain power to make every decision from ground zero.

- Implicit biases do not necessarily align with our declared beliefs, intentions or our actions.

- We are good at noticing implicit bias in others; ourselves, not so much.

Biases in Descriptive Words & Phrases

- Words & Phrases Matter
  - Gendered adjectives: women: caring/compassionate vs. men: successful
  - Using first names for women and minorities but using titles for men
  - Doubt raisers/negative language for underrepresented groups (although . .. .; while not the best . . .)
  - Potentially negative language ("requires only minimal supervision")
  - Faint praise ("worked hard on projects assigned")
  - Hedges ("responds well to feedback)
  - Irrelevancy (e.g. hobbies)
  - Unnecessarily invoking stereotypes

Common Cognitive Errors
to Avoid
Throughout the Hiring Process

- Expedience Bias
- Prove-It-Again (PIAs)
- Cloning

Expedience Bias

Snap judgements about the candidate and their work based on insufficient evidence.

- **Intuition**: "If it feels right, it must be true." "I trust my gut on this." "It's a good fit!"
- **Confirming**: Finding evidence that confirms one's initial or unfounded beliefs and ignores evidence that does not support those beliefs.
- **Availability**: Making a decision based on information most readily accessible (comes to mind quickly) instead of objective or evidence-based information
- **Anchoring**: Relying too heavily on first impressions instead of objective or evidence-based information

Prove-It-Again (PIA)

- PIA is a common cognitive error that asks groups stereotyped as less competent to prove themselves over and over.

- Their work and behavior may be more closely scrutinized during the search process.

- In Higher Education, groups will typically include women, people of color, individuals with disabilities, older faculty, LGBTQ faculty.

- For those surrounded by a PIA negative stereotype, "far more evidence is required for a reviewer to be certain that an individual possesses an *unexpected* attribute."

Cloning Short Cuts

- Replicating oneself by favoring someone with similar attributes, background, race, gender, status, experience, age, etc.

- Seeking safety in status quo

- People are highly motivated to feel good about themselves and to see similar others in the best possible light.

- Cloning biases are linked to protecting one's own group - *ingroup* favoritism.

- Negative perception of those who are different from you – *outgroup* behavior.

Additional Biases

- Raising the Bar for underrepresented groups

- Halo Bias: One strength becomes overall positive rating for majority group

- Negatives may be written off or ignored for majority group and overemphasized for underrepresented group

Tips: Minimizing Bias in the Review Discussions

- **Avoid snap judgements**: Slow down, question your thinking

- **Be alert to the roles** of PIAs, Stereotyping, Cloning, Raising-the-Bar, Expedience biases, and other unconscious short cuts

- **Activate egalitarian goals:** Align your behavior with your best intentions. Research shows that internal motivation to be fair can typically outperform our implicit biases

- **Take the IAT,** ask committee members to take the test

- **Maintain consistency** in the assessment and decision-making process for all promotion candidates. If you waive objective structures, so do consistently.

- **Require evidence** to back up and defend decisions from yourself and from others. Take notes.

- **Gather perspectives** from all committee members to add clarity.

- **Remain humble**

Communication Tips
Questioning one another as a matter of practice

- ➢ **Agree** to hold each other accountable through civil and respectful communication

- ➢ **Act** as a mirror for one another; e.g. Help me to understand what you meant by. . . I understood it this way . . .

- ➢ **Address** comments that perpetuate inequity. Consider the consequences of not speaking up.

- ➢ **Ask** questions to clarify misinterpretations or misunderstandings of others. Ask questions of yourself.

Review Promotion and Tenure System

Asya Roberts

Office of the Provost

Faculty Affairs

Review Promotion and Tenure (RPT)

What is Review, Promotion & Tenure?

Review, Promotion & Tenure is an online system for carrying out formal faculty reviews in a shared governance context (including tenure, promotion, sabbatical leave, merit review, and any other sequential review), built to help academic institutions ensure that these processes are transparent, equitable, efficient, and well documented.

In addition, maintaining the integrity and consistency of the review process, as well as increasing the visibility of reviews to eliminate or mitigate procedural errors.

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Review Promotion and Tenure (RPT)

Why?

- A need for a document sharing and evaluation tool to conduct **online review with less paper output**.

- Maintain a **consistent and transparent process** for all types of faculty promotion reviews.

- Management or elimination of procedural errors.

- **Give back time to faculty and committee members** after training and implementation of the systems for all reviews processes.

- Most efficient system that can closely imitate **our current policies and shared governance** for promotion reviews, beginning with departments/units through to the final decision

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Review Promotion and Tenure (RPT)

Completed Items for RPT Implementation

Implementation Items Completed

- 2019-2020 - Piloted with university committee's review of dossiers for continuing status and tenure track faculty.

- 2020-2021 -Trained department, unit and college level coordinators, heads/directors and committee members to use RPT for external and internal evaluations.

  - Track transfer reviews, career-track promotions, continuing and tenure track promotions (including 3rd year retention, 6th year mandatory reviews and promotion to full)

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Review Promotion and Tenure (RPT)

What is next?

2021-2022 – Candidates will submit dossier materials directly into the RPT system.

- Departments, units, colleges and university level will continue to conduct reviews of materials in RPT.
  - Promotion workshop for **committee members** is March 25, 2021 at 10:30-12:00 pm .
  - **Direct submission process** for 2021-2022 training is April 22, 2021 at 10:00-11:30 am.
  - See the [Promotion Workshop Schedule](#) for workshop **registration** links, **recordings and materials**.

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Review Promotion and Tenure (RPT)

Agenda

- ➢ Login to RPT
- ➢ Viewing case materials.
- ➢ Downloading dossiers materials.
- ➢ Annotation features.
- ➢ Questions and contact information.

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Review Promotion and Tenure (RPT)

Login to RPT

Login using the red button: https://uavitae.arizona.edu/

WELCOME TO UA VITAE

UA Vitae is the University of Arizona's online system for faculty annual reviews.

Already have access?   **LOGIN TO UA VITAE**↘

Have questions? Check out **Information and Resources** below.

➤ Enter your **Net ID and password** to access the menu for RPT.

➤ **Google Chrome** is the preferred internet browser for the system.

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Review Promotion and Tenure (RPT)

On your **first login**, you will be asked if you want to go to your **Dossier** account or to the institutional products from Interfolio.

Simply **choose The University of Arizona** to proceed.
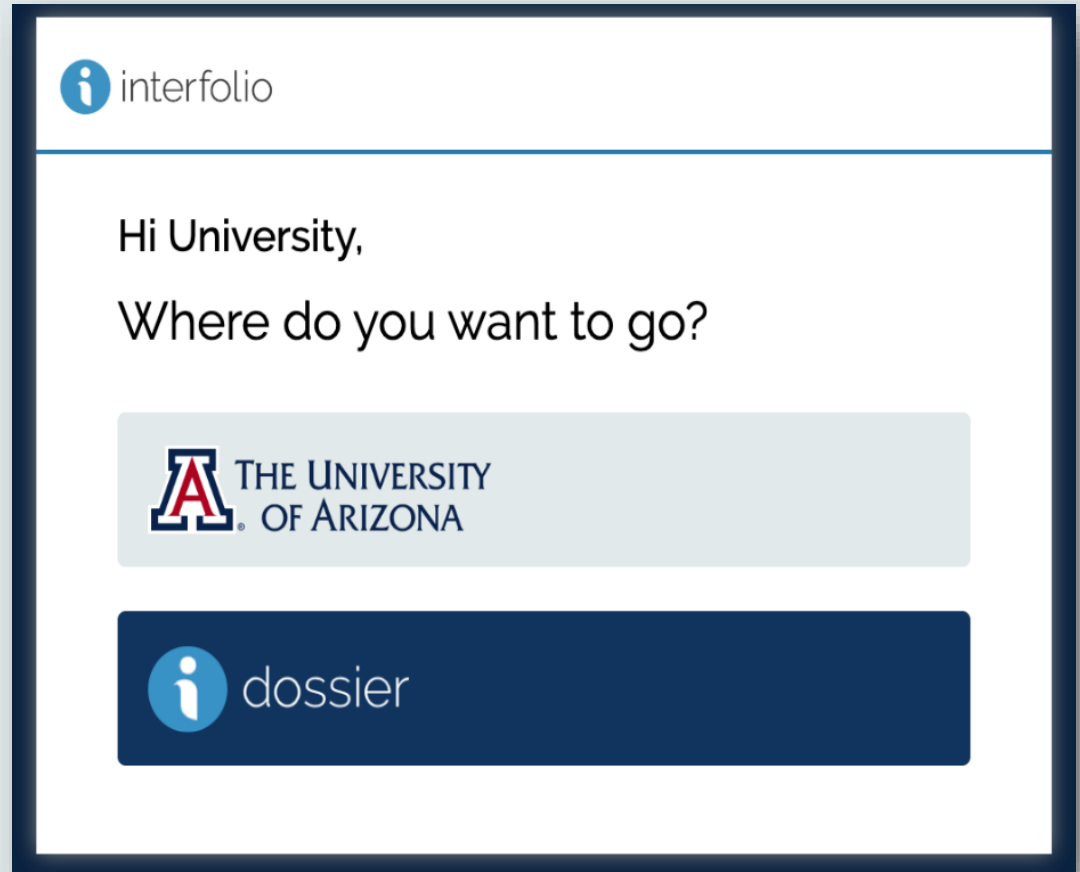
Review Promotion and Tenure (RPT)

After login, access the dossiers by selecting **Cases** on the *Review, Promotion and Tenure* main menu in the left side panel.
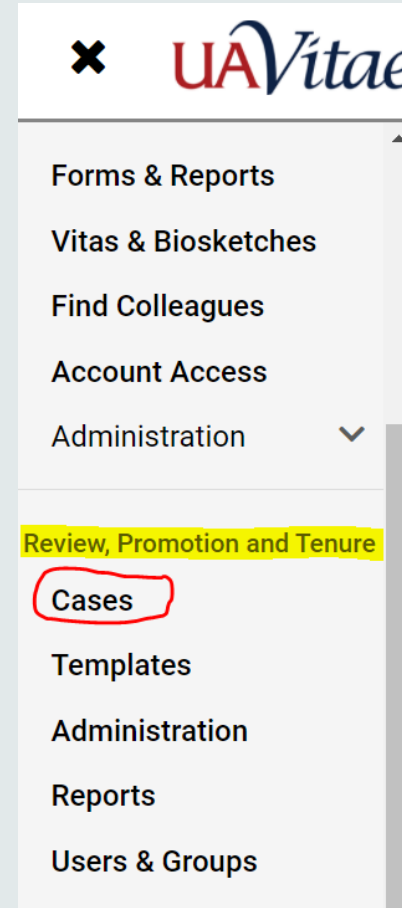
Review Promotion and Tenure (RPT)

Select the **candidate's name** to view the dossier materials.

Review Promotion and Tenure (RPT)

Case materials are organized into two main parts:

> **Candidate Dossier (or Packet) UArizona Dossier Sections 1-8**

> Internal Sections UArizona Dossier Sections 8a-11

Review Promotion and Tenure (RPT)

Case materials are organized into two main parts:

➢ Candidate Dossier (or Packet) UArizona Dossier Sections 1-8

➢ **Internal Sections UArizona Dossier Sections 8a-11**

➕ Expand All ➖ Collapse All

Internal Sections

These sections are available to committee members reviewing the case and cannot be be shared with the candidate by an administrator or committee manager.

> Section 7: Peer Observation and Nomination for Provost Award

> Section 9: Membership in Graduate Interdisciplinary Program -

> Section 10: Independent External Reviewers and Collaborator W

> External Evaluations

> Section 11: Internal Evaluation - Department or Unit Committee

> Section 11: Internal Evaluation - Department or Unit Head's Lett

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Review Promotion and Tenure (RPT)

Select **Case Details** to view instructions and requirements for your review.

Review Promotion and Tenure (RPT)

To view case materials, select **Case Materials**, then ***Read Case***.

Review Promotion and Tenure (RPT)

Read entire case materials in the viewer or **download** as a pdf file or zip folder.

Review Promotion and Tenure (RPT)

Select **download packet**, **check the box** to select the materials to download and click the button for **pdf or zip**.

Review Promotion and Tenure (RPT)

Click the **Return to Case**.
Select **Home** at the top of the main menu, in the left side panel.

Under **My Tasks**, select *Your files are ready to download* to retrieve the pdf file or zip folder.

Review Promotion and Tenure (RPT)

Click **Download** under Action.

When download is complete, the files will be in the Downloads folder of your computer.

Name	Date Requested ▾	Action
Your download of documents materials for ▮▮▮ Buchanan's case is ready. Medicine (0713) | Promotion | 2020-2021_Medicine - Tucson Promotion and Tenure Review	March 12, 2021	Download | Remove

Review Promotion and Tenure (RPT)

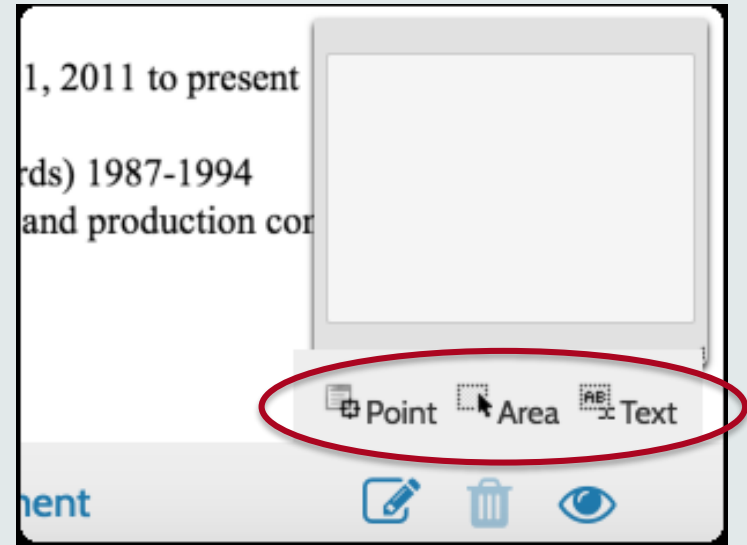**Create annotations** if using the RPT viewer to review case materials.

Add annotations **by selecting the note icon** on the lower right corner of the viewer.
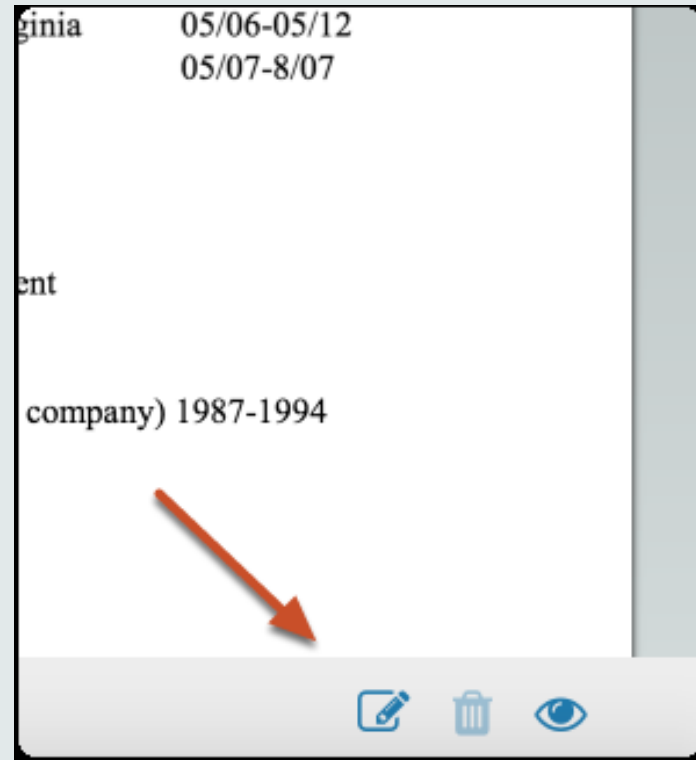
Review Promotion and Tenure (RPT)

Select the type of annotation for your note.

➢ **Point** adds a note with an arrow.
➢ **Area** adds a note about a selected area.
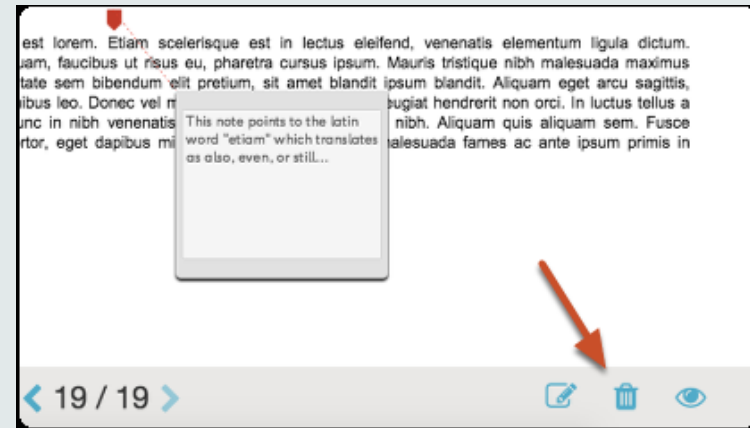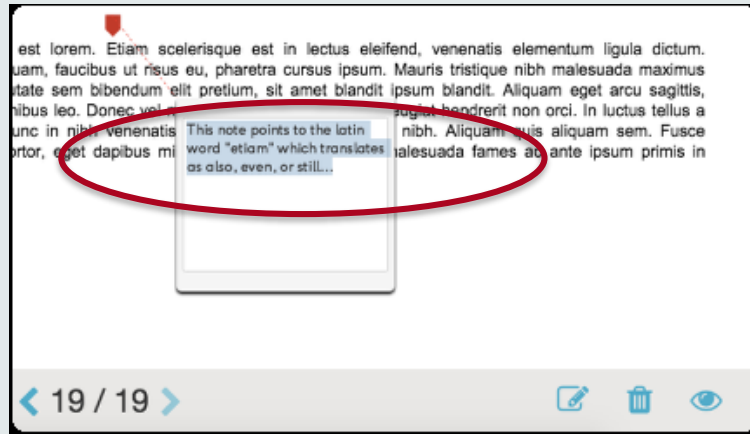➢ **Text** adds a note about a highlighted area.

Review Promotion and Tenure (RPT)

Edit a note by clicking into the text field.

To **delete** a note, click the text field and then select the **trash** icon.

More online training materials for Review, Promotion and Tenure are here:
https://product-help.interfolio.com/m/33238

If you have any questions,
please contact **Faculty Affairs**.

Questions? Contact Us

Dr. Andrea Romero
romeroa@arizona.edu

Asya Roberts
asya@arizona.edu

facultyaffairs@email.arizona.edu
520-626-0202