

2022 ANNUAL WORKSHOP FOR CAREER-TRACK FACULTY

Preparing the Promotion Dossier

Monday, April 11, 2022



Introductions

Andrea Romero, Vice Provost for Faculty Affairs



Agenda

- Introductions
- Background and Context
- The Promotion Review Process
 - Career-track
- The Promotion Dossier
- Evaluation of Teaching
- Tips and Strategies



Spring 2022 Workshops & Handouts

- Promotion Dossier Templates and Instructions:
<https://facultyaffairs.arizona.edu/promotion-dossier-templates>
- Career-Track Faculty Information and Resources:
<https://facultyaffairs.arizona.edu/career-track-faculty-resources>
- See our website for information for all things faculty related:
<https://facultyaffairs.arizona.edu/>
- Resources for faculty: <https://facultyaffairs.arizona.edu/about-faculty-resources>

Career-Track Faculty Focus

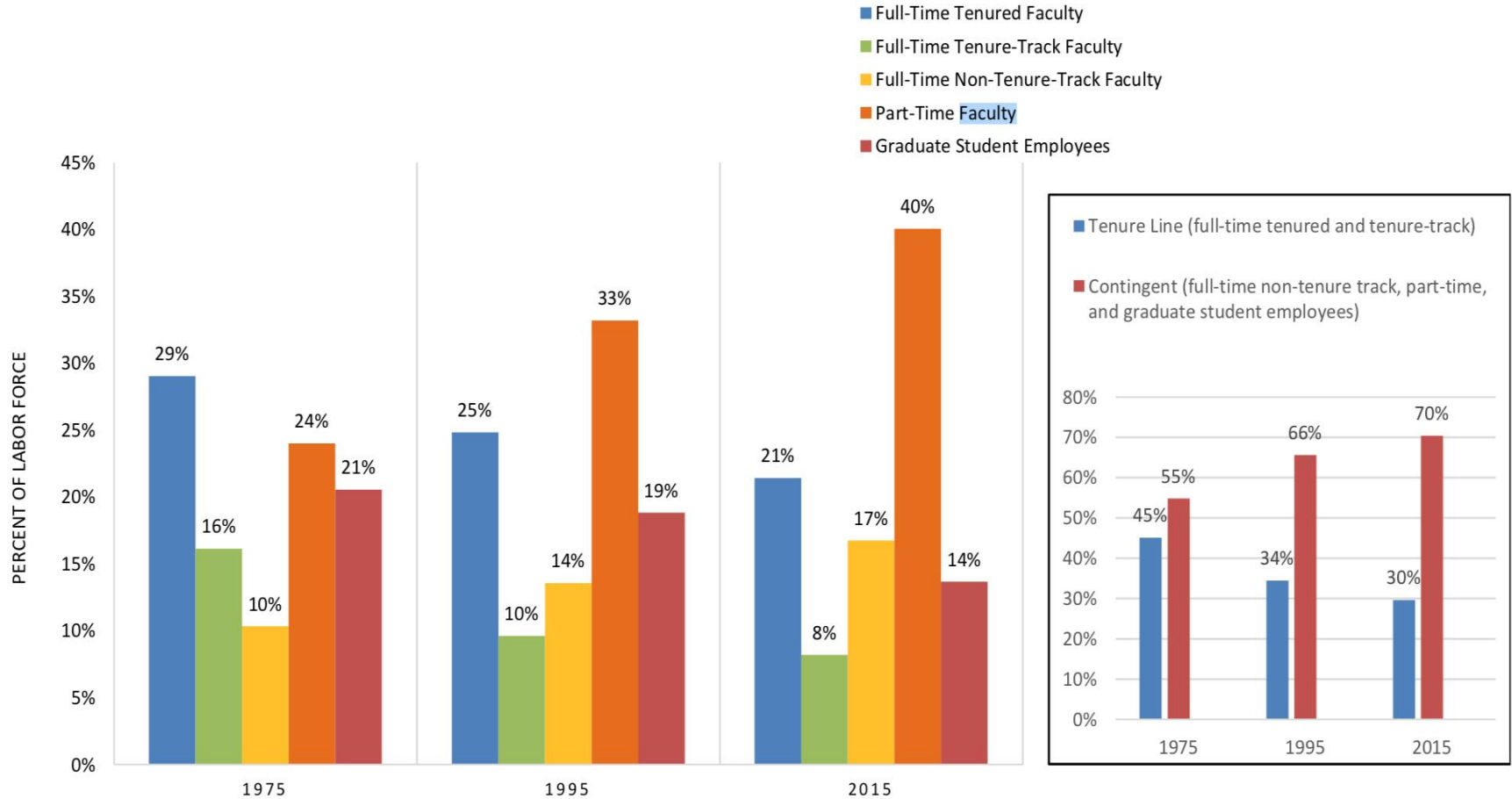
- **Promotion Workshop: Preparing for Promotion on the Career Track**
 - The workshop will provide an overview of the promotion review process for *career-track faculty candidates only*. We will review the parts of the dossier and the best practices in which candidates can document their innovations in the dossier. To get the most out of the workshop, participants should download and review our [Guide to Career-Track Promotion](#) and the Promotion Dossier template for Career Track.

**Review of Career-Track Current Policy
can be viewed at LiveChat with Liesl of
February 11, 2021**


<https://provost.arizona.edu/content/provost-forum>



Trends in The Academic Labor Force, 1975-2015



AAUP Recs for Minimum Standards for Contingent Faculty

- Description of duties
 - Regular evaluations
 - Compensation and promotion based on duties
 - Timely notice of non-reappointment
 - Enduring conditions necessary to perform assigned duties
 - Inclusion in department and institutional governance
 - Consideration for full-time employment if part-time
- 

UArizona Stats

- **3,686 Faculty (FY 2021)**
 - **117 multi-year career-track (3%)**
 - **985 career-track (27%)**
 - 985 adjunct/visiting
 - 195 continuing-track
 - 47 continuing eligible
 - 1620 tenure-track
 - 384 tenure-eligible


- **2,084 hires in past five years**
 - **19 multi-year**
 - **155 career-track**
 - 1,476 adjunct/visiting
 - 45 continuing track
 - 404 tenure-track

UHAP Definitions

Career-track is a term used for professors, lecturers, instructors, and other faculty members in non-tenure-eligible positions that **do not have *adjunct or visiting*** in their title and are expected to continue from year to year.

- *Expectation of annual renewal and an annual performance review*
- *Have a benefits-eligible appointment to be designated as career-track*
- *Most titles have a pathway for promotion.*
 - Units must have procedures for career-track promotion that are approved by the Provost.
 - <https://facultyaffairs.arizona.edu/career-track-faculty-resources>

UHAP [Chapter 3](#): Personnel Policies and Procedures for Faculty include career-track faculty

- Chapter 3.1 Duties & appointments
 - Chapter 3.2 Annual Performance Reviews
 - Chapter 3.3. Promotion and Tenure
 - Chapter 3.4 Suspensions and Terminations of Faculty
- 

Career-track Faculty Titles in UHAP

- **Lecturer**
 - *Primary responsibility is teaching undergraduate or clinical courses.*
- **Clinical Professor**
 - *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 Professor**
 - *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.*
- **Professor of Practice**
 - *Established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished professionals in an area of practice or discipline.*
 - *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*
- **Instructor:**
 - *Primary responsibility is teaching undergraduate or clinical course. No promotion pathway.*

Track Transfers

- **From Instructor to Lecturer**
 - Appointments as instructor are generally made to career-track faculty whose workload is limited to teaching in a particular area.
- **From Lecturer to Professor of Practice**
 - Lecturers have more limited duties, generally teaching specified lower-division or clinical courses.
 - Consequently, a transition from a lecturer to a career-track professor position must be “justified by increased responsibilities such as expanded teaching or supervisory duties,” provided their annual performance reviews under Section 3.2 meet the criteria in Section 3.3.03.b. Such appointments are to be made following standard procedures.



The Promotion Review Process



Promotion Policy and Faculty Affairs Resources


- **University Handbook for Appointed Personnel (UHAP)**
 - Career-Track
 - [Chapter 3.3.03](#)
- **Faculty Affairs Website Resources**
 - <https://facultyaffairs.arizona.edu/content/about-promotion>
 - Inclusive View of Scholarship
 - Guide to Promotion
 - Promotion Clock
 - **Promotion Criteria**
 - Promotion and Career-track Faculty
 - Promotion Workshops

Timing for Promotion

- **UHAP**

- No minimum timeline for Lecturers
- Assistant to Associate minimum 3 years
- Associate to Full at any time

- **Varies by College and unit**

- Some have minimum requirements that differ
 - College criteria and processes, including timelines, are available on the Vice Provost for Faculty Affairs website:
<https://facultyaffairs.arizona.edu/content/career-track-faculty>
 - **Discuss with your unit head at annual review**
 - **Discuss with mentors**
 - **Discuss with Faculty Affairs at college and university levels**
- 

The Promotion Process for Candidates

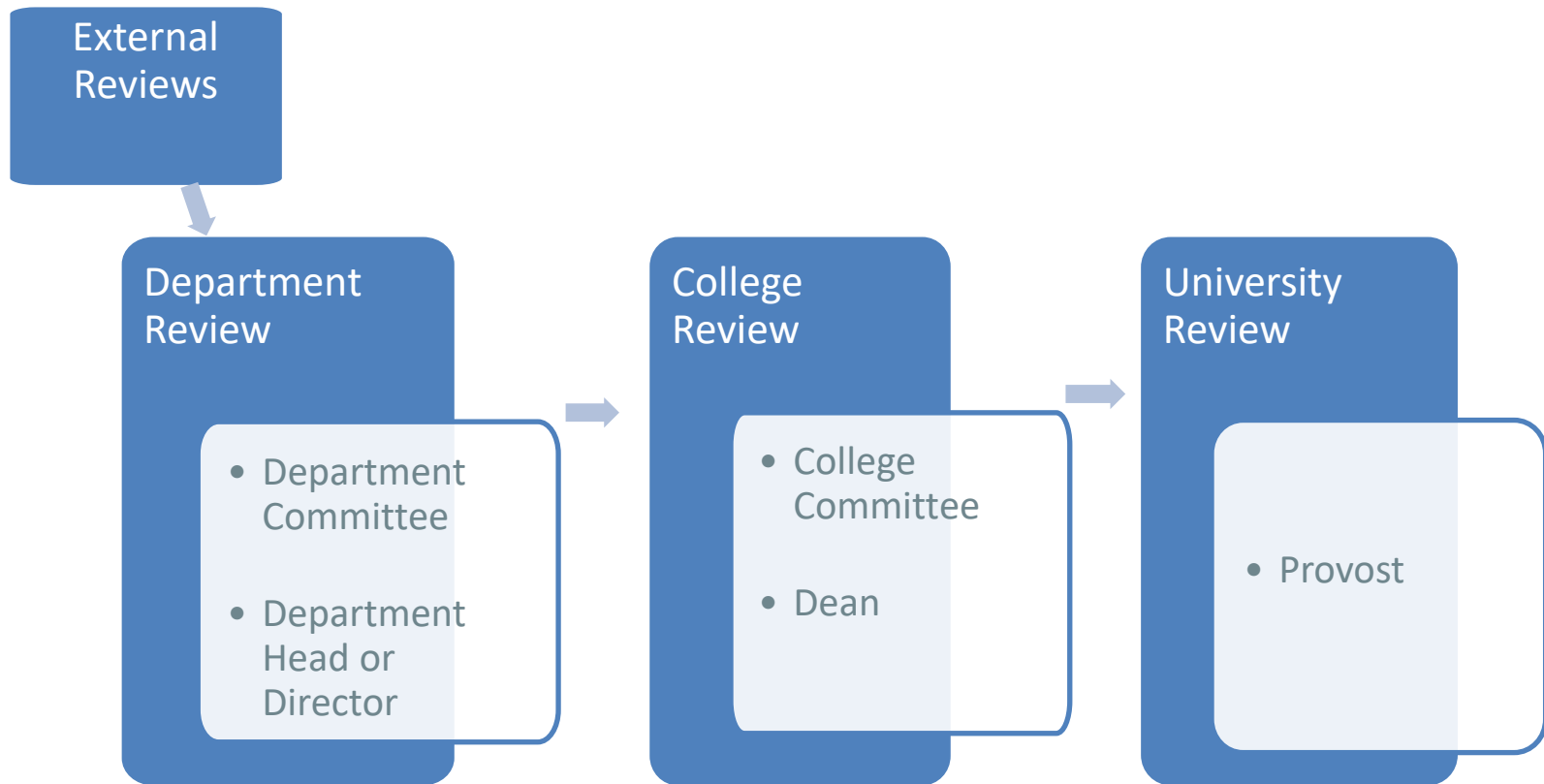
- **Meet with Department Head Spring before**
 - Confirm and discuss first page, workload page
 - Share candidate's list of external reviewers or those not to be contacted
 - Agree on deadline for submission of materials
- **Attend Promotion Workshops**
- **Prepare Dossier**
 - CV
 - Candidate Statement
 - 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**
- **Receive letter from Dean**
- **Receive letter from University**




The Promotion Review Process

Levels of Reviews

***Lecturer review ends with Dean**



Protect the Process to Ensure Fair Reviews

- Follow the [Guide to the Promotion Process](#).
 - Consult with your department head, dean or the Provost's Office on procedural variations or questions.
 - Follow formats in Dossier Template.
 - Promotion review committee training that includes implicit bias training.
 - External and internal reviewers cannot be collaborators.
 - Use Collaborator Letters from those who are not independent.
 - Process and voting is **CONFIDENTIAL**.
 - Notify Candidates about teaching reviews and when forwarding dossiers.
- 

The Promotion Dossier



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>

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:	Portfolio for Leadership, Extension, Service or Innovation	Dept. Committee
Section 8:	GIDP Membership and Description of Contributions	Candidate
Section 9:	Peer Observation and Provost Award for Innovations in Teaching (PAIT) Nomination	Candidate, GIDP Chair & Dept. Committee
Section 10:	Letters from Independent External Reviewers and Collaborators	Dept. Administration, Committee Chair & Head/Director
Section 11:	Internal Evaluations	Dept., College & Univ. Levels

Refer to the [Guide](#) for tips on preparing dossiers



Section 1: Summary Data Sheet

<https://facultyaffairs.arizona.edu/promotion-dossier-templates>



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CAREER TRACK PROMOTION 2022-2023

SECTION 1: SUMMARY DATA SHEET

DATE: _____

NAME: _____

PREFERRED PRONOUNS: _____

EMPLOYEE IDENTIFICATION NUMBER: _____

CURRENT TITLE: _____

HOME DEPARTMENT: _____

COLLEGE: _____

CAMPUS ADDRESS: _____

UA BUILDING: _____ ROOM # _____ PO BOX# _____

TERMINAL DEGREE: _____

MONTH/YEAR OF TERMINAL DEGREE: _____

FACULTY TRACK: CT LECTURER CT PROFESSOR CT PROFESSOR OF PRACTICE

REVIEW TYPE AND TITLE:

PROMOTION TO CT SENIOR LECTURER

PROMOTION TO CT PRINCIPAL LECTURER

PROMOTION TO CT ASSOCIATE PROFESSOR

PROMOTION TO CT ASSOCIATE RESEARCH PROFESSOR

PROMOTION TO CT ASSOCIATE PROFESSOR OF PRACTICE

PROMOTION TO CT FULL PROFESSOR

PROMOTION TO CT FULL RESEARCH PROFESSOR

PROMOTION TO CT FULL PROFESSOR OF PRACTICE

TRACK TRANSFER TO CT ASSISTANT RESEARCH PROFESSOR OR ASSISTANT PROFESSOR OF PRACTICE

EMPLOYMENT ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE
_____	_____	_____
_____	_____	_____
_____	_____	_____

EMPLOYMENT AT THE UA

INSTITUTION	DATES	RANK/TITLE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section 2: Workload Assignment

Prepared by the Department Head – NOT EVALUATIVE

SECTION 2: SUMMARY OF CANDIDATE’S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR: _____

DEPARTMENT/SCHOOL OF: _____

FTE: _____

Duties for the period 2015-2016 through 2022-2023 have been distributed as follows:

Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Teaching%								
Research, Scholarship and Creative Activity%								
Service% <i>Internal and External</i>								
Administrative Service%								
Clinical Service%								
Extension%								
Other Professional Activities% <small>Name and see below to describe activity. (For CE & CS only.)</small>								
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/unit. Do not list specific course numbers, student names, etc.

Requirements to meet departmental expectations for *RESEARCH, SCHOLARSHIP or CREATIVE ACTIVITY*:

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/unit 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 ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION and OTHER PROFESSIONAL ACTIVITIES (It is required for continuing-eligible and continuing status positions to include the official position description assigned during their current rank, please see note below: "Additional Pages Attached"):

Use [Appendix A](#) for Shared Appointments and [Appendix C](#) for participation in GIDPs and other interdisciplinary units.



SECTION 2A: Pandemic Impact Statement (Required: 2021 and Forward)

- <https://facultyaffairs.arizona.edu/covid-19-context>
- Candidates can use this subsection of the dossier to describe the influence of COVID-19 on any aspect of their position (e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.).
- 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. 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 up to one-page description (single spaced) for this subsection.



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.

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.
- Career-track faculty do not need clock delays because there is no mandatory review year
- Additional training and changes to teaching can be put in the teaching portfolio
- **Positive Impacts**
 - Creativity/good outcomes of teaching
 - Indicate if Service activities are COVID-19 related
 - Provide examples of publicly significant contributions

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



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

Section 3

Department and College Promotion Criteria

**Set criteria for review for your
discipline/unit**



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Sections 4: CV

Documenting Your Activities

- Follow the required CV format exactly
 - <https://facultyaffairs.arizona.edu/promotion-dossier-templates>
 - Does NOT need to be UAVitae formatted
- **TEMPLATES VARY BY TRACK**
 - Get models for CVs from others in your department and your field



Inclusive Scholarship

- Include patents, tech transfer
- Research funded by community partners, foundations, government, or similar
- Community-responsive or community-based research or inquiry not funded by community partner
- Research or inquiry that generates new knowledge to address practical problems
- Original creations of literary, fine, performing or applied arts or other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience
- Expert interviews - media



Section 4: Curriculum Vitae and List of Collaborators

- Follow format and organization
 - Chronology of Education
 - Chronology of Employment
 - Honors & Awards
 - Service/Outreach
 - Publications/Creative Activity
 - Works in Progress
 - Media
 - Conferences/Scholarly Presentations
 - Awarded Grants & Contracts
 - List of Collaborators and Affiliations



Service



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Service Tips

- Community Outreach within your role as an expert in your field
 - E.g. speaker at community events on your field/discipline
 - Serving on advisory boards for local groups to represent your field/discipline
 - Technical assistance
 - Expert testimony
 - Service learning outside of credit-bearing courses
 - Patient, clinical, diagnostic services
 - NOT community service for personal or family reasons
- Internal Service
 - Departmental Committee – role and years
 - College Committees – role and years
 - University Committees – role and years
- External Service
 - Service to profession
 - Professional organizations
 - Grants & Contracts reviewer
 - Journal article reviewer

Section 5: Candidate Statement

Tell the Story of Your Achievements and Impact

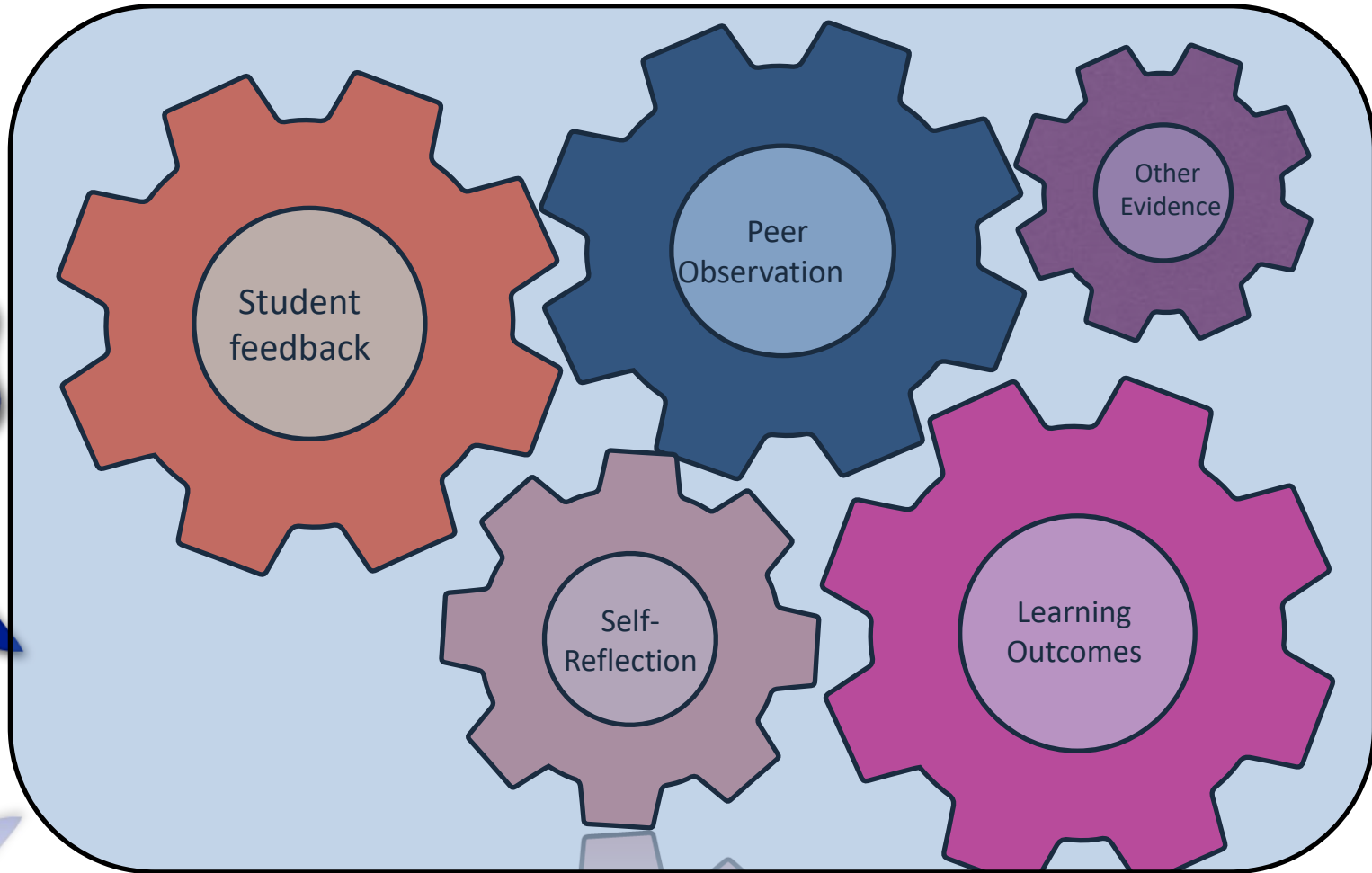
- **No More than 5 pages**
- **Use the Candidate Statement to:**
- **Characterize your work**
 - Reflect on what you do and how you do it
- **Connect** with teaching and service dossiers; and
- **Thereby demonstrate the impact of your work.**
- Audience
 - department committee, department head, college committee, dean
- What do they need to know that is not clear in your CV and teaching portfolio?
- First paragraph and last paragraph matter (position your work and key things that you are known for)



Section 6: Teaching Portfolio and Resources

Office of Instruction and Assessment (OIA)





Teaching quality framework, University of Colorado

<https://www.colorado.edu/teaching-quality-framework/>

Holistic Evaluation of Teaching

- Best Practice focuses on multiple sources of teaching quality
 - Student surveys
 - Peer observation
 - OIA form by peer review group at department level
 - 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



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](#)

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	Student Enrollment # Last Semester Taught
(For example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2021-22	2	103

- Preferred to embed within teaching portfolio PDF rather than as separate attachment



Mentor Matrix

Student's First and Last Name	Undergraduate, Graduate or Post Doc	Home Department	Semester/ Yr Start	Type of Mentoring	Your Role (primary advisor, mentor in specific area, etc.)	Student or Postdoc Role (participant in research lab, teaching assistant, etc.)	# of Publications/ Creative Scholarship As Co-Author	# Years Funded on Grants by Advisor	Other Outcomes

Other Outcomes:
 Scholarships,
 awards,
 fellowships, jobs,
 etc.



SCS/TCE Consultation & Support Services

Assistance to committees and faculty accessing & interpreting SCS/TCEs.

Contact:

Rebecca Pérez

Assistant Director, Instructional Data
Office of Instruction and Assessment

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



Section 7: Portfolio for Leadership, Extension, Service or Innovation

- This is optional – recommended if your workload has a high percentage of service or outreach- or if you have participated at high levels of leadership in these activities.
- Required for continuing status faculty
- What to Include?
 - Technical reports, research studies, and presentations.
 - Articles for popular publications and instructional materials.

Section 8: GIDP Membership and Description of Contributions

- 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

Additional Information

- [Checklist for shared appointments](#)
- [Section 9: Peer Observation and Provost Award for Innovations in Teaching \(PAIT\) Nomination](#)



External Reviewers



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External Reviewers for Career-Track Review

Please note that units may have specific criteria noted in their promotion criteria and guidelines

- Assistant to Associate
 - **Required: External to unit & Internal to University of Arizona**
- Associate to Full
 - **Recommended: 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 okay
 - No co-teachers

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 (beyond “great teacher reviews”)



Additions to Dossiers?

- Up to **February 1**, 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.



Tips and Strategies

Brian Erstad

Bill Neumann



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Ten Tips for Successful P&T

1. Understand the Promotion and Tenure Criteria and Expectations at Your Institution
2. Develop an Action Plan at Least Two to Three Years Prior to P&T Application
3. Balance Teaching, Scholarship, and Service Relative to Promotion and Tenure Expectations
4. Synergize Teaching, Scholarship, and Service and Develop a Niche/Focus in Each
5. Prioritize and Balance Your Time Toward Actions Most Influential to P&T

Viswesh V, Hassell K, Coyne L, Erstad BL. AJPE 2021;85:Article 8414



Ten Tips for Successful P&T

6. Track Achievements in Detail in the Format Required for Promotion and Tenure Application
7. Seek Out Faculty Guidance on Promotion and Tenure and Look at Examples of Dossiers
8. Identify One or More Mentors and Meet with Them Regularly
9. Ensure Your Personal Statement Emphasizes Your Achievements and Explains Gaps
10. Seek Feedback and Have Your Dossier Reviewed by Senior Colleagues

Viswesh V, Hassell K, Coyne L, Erstad BL. AJPE 2021;85:Article 8414



Best Practices (Erstad, et al., in press)

- Issues to address
 - Regular annual reviews, clarity about promotion, appropriate compensation, inclusion in institutional voting and governance, due process for termination
- Future directions
 - Focus of a culture of engagement and inclusivity for all faculty

Dr. Andrea Romero



Dr. Judy Marquez Kiyama



The Faculty Affairs Team

Dr. Adrian Arroyo-Perez



facultyaffairs.arizona.edu

Dr. Celeste Atkins



Faculty Affairs Mission and Vision

Mission

Our mission in Faculty Affairs is to cultivate and connect institutional structures for faculty advancement across the career lifespan in alignment with the overarching mission and role of the University of Arizona. We take an ecosystem equity approach that considers (1) recruitment, (2) professional advancement, (3) retention, and (4) policies. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty. You can find more details and information on each key area of our work:

- [Equity](#)
- [Recruitment](#)
- [Professional Advancement](#)
- [Retention](#)

Vision

We aspire to maintain high levels of accountability, efficiency, and transparency in all areas of faculty affairs. We adhere to the fundamental values of our land grant institution and R1 status. We believe that a humanistic approach to faculty activity will foster excellence, equity, and impact. We aim to promote understanding of the role and contributions of faculty in teaching, research, service, extension, creative activity, and clinical work.



University of Arizona Faculty Affairs Equity Strategies

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal. <https://facultyaffairs.arizona.edu/about-0>

1

Recruitment Stage

Creating targeted diverse recruitment efforts

- Faculty Affairs Search Committee Guidelines and Mandatory Training for all search committee members
- Consultation for recruitment with Deans, Department Heads, and Search Chairs
- Strategic Priorities Faculty Initiative for Hiring
- Strategic Priorities Faculty Initiative for Recruitment
- HBCU Liaison
- Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness

2

Professional Advancement Stage

Ensuring a culture to enable a high-performing academic enterprise

- Promotion Opportunities for all tracks
- Equity based changes to promotion dossier templates
- Promotion workshops for all candidates, department heads, and administrators
- Leadership Programs (ALI, HSI, ILC, Faculty Fellows)
- National Center for Faculty Development and Diversity membership and resources
- Faculty Development Promotion Communities Mentoring Program
- Faculty Affinity Groups
- HSI Seed Grants

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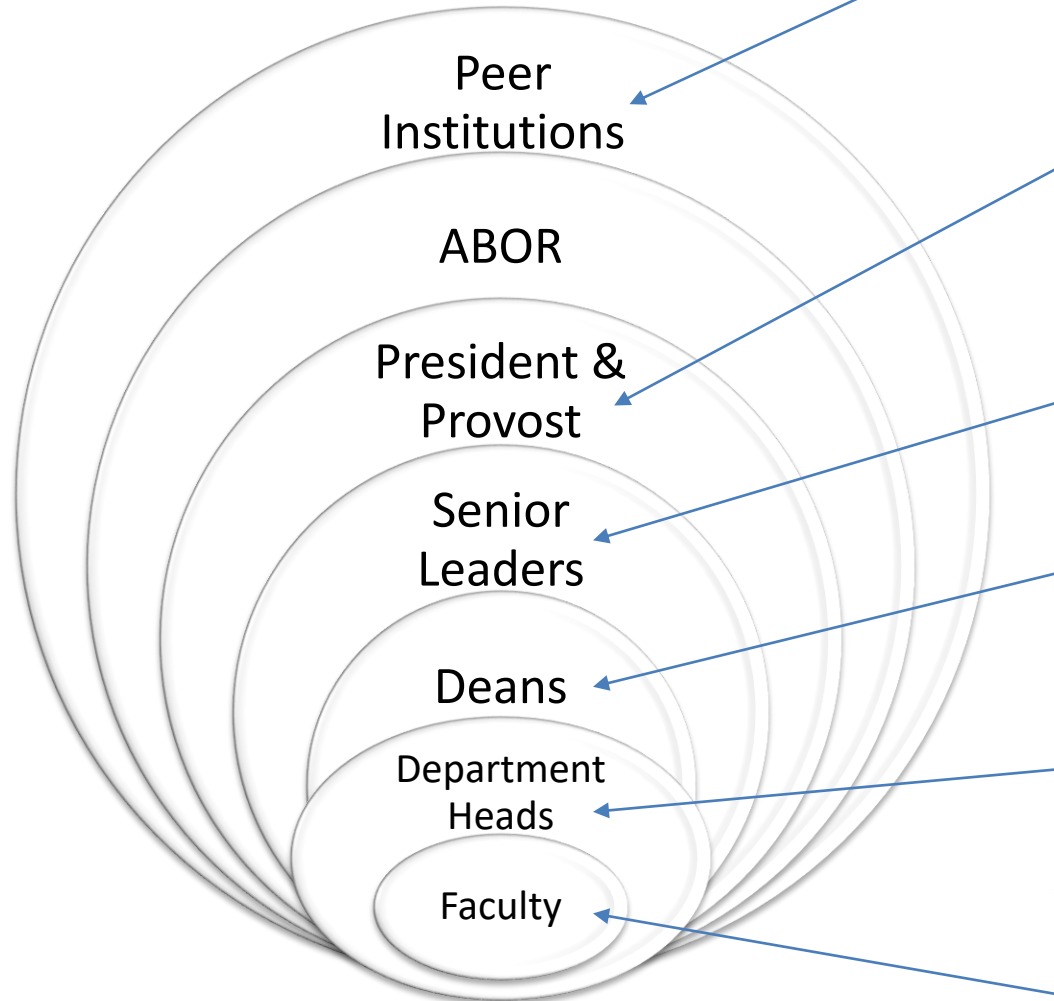
Retention Stage

Building affirming environments and anti-oppressive structures for faculty advancement

- Multi-year contracts for CT
- Salary Equity Review
- University Faculty Awards
- Bias Education & Support Team
- Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
- HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
- Culturally Responsive Curriculum Development Institute
- Annual climate survey
- Heritage Month Faculty Spotlights
- Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students

Senior Leader Support, Policies, Support of Administrators at all levels

Systemic Approach to Shifts



Promotion Tenure
Innovation Work Group
WICHE strategies
Modified External Reviewer
Cover Letters

Visible messaging,
Communication, Prioritizing
Funds for DEI and equity
initiatives (SPFI), Regular
Meetings with Affinity Groups
and Community Councils,
Using Data & Reports, holding
units accountable to equity
goals

Native Training, Racism
Training, Using Data &
Reports, Inclusive Excellence
in Annual Reviews

Consultations, Use of unit
level Data & Reports,
Inclusive Excellence in Annual
Reviews

Consultations, Use of Unit
level Data & Reports,
Inclusive Excellence in
Annual Reviews, Promotion
Review Workshop Training,
Search Committee Training

Search Committee Trainings,
Promotion Review Workshops,
Culturally Responsive
Curriculum Institute,
Mentoring training,





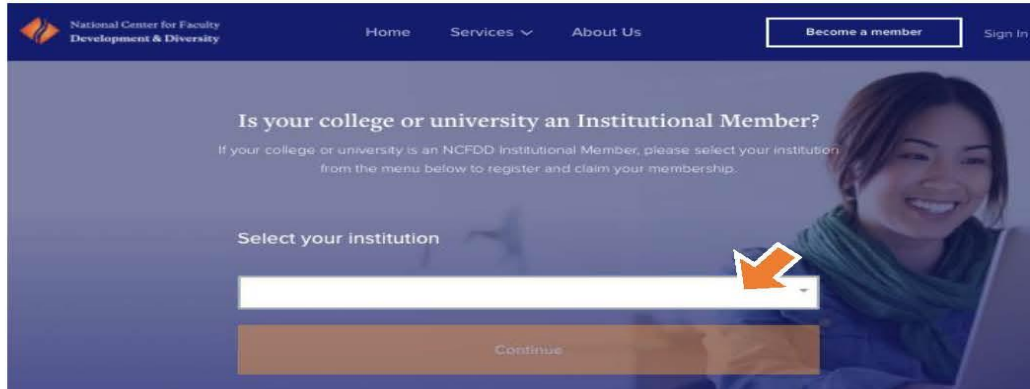
National Center for Faculty Development & Diversity

They provide a variety of virtual programs and resources including:

- Weekly Monday Motivator
- Monthly Core Curriculum Webinars
- Monthly Guest Expert Webinars
- Access to Multi-Week Courses
- Access to Dissertation Success Curriculum for graduate students
- Private Discussion Forum for peer-mentoring, problem-solving, & moderated writing challenges
- Monthly accountability buddy matches
- Access to 14-Day Writing Challenges
- Access to the Member Library that includes past webinar materials, referrals, and readings

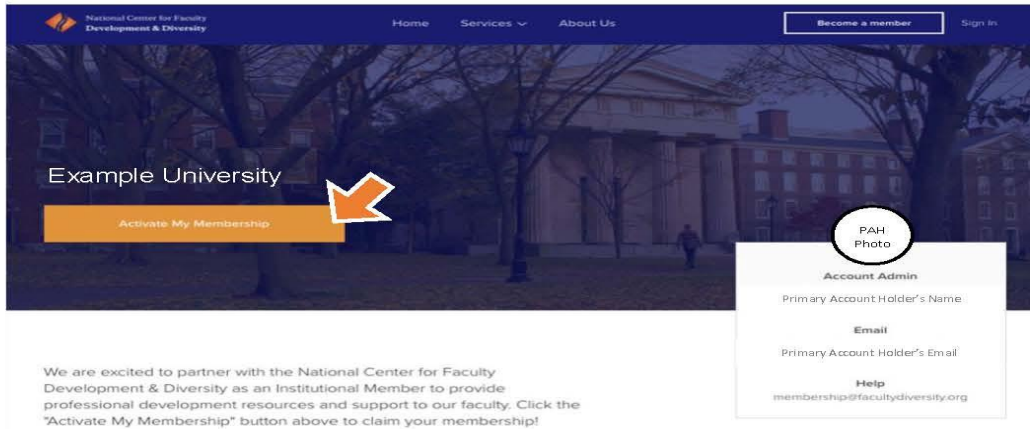
HOW TO CLAIM YOUR INSTITUTIONAL MEMBERSHIP

Step 1: Go to <https://www.facultydiversity.org/join>. Then select your institution from the drop-down menu and click “Continue.”



The screenshot shows the website's header with the logo, navigation links (Home, Services, About Us), and buttons for "Become a member" and "Sign In". The main content area asks, "Is your college or university an Institutional Member?" and provides instructions to select an institution from a menu. A white text input field is present, with an orange arrow pointing to it. Below the input field is a blue "Continue" button.

Step 2: On the institution’s landing page, click “Activate My Membership.”




The screenshot shows an institution's landing page with a background image of a university building. The header is the same as in Step 1. The main content area features the text "Example University" and a blue "Activate My Membership" button, with an orange arrow pointing to it. To the right, a white profile card is visible, containing a "PAH Photo" placeholder, "Account Admin" title, and fields for "Primary Account Holder's Name", "Email", and "Primary Account Holder's Email". A "Help" link with the email address "membership@facultydiversity.org" is also present. Below the main content, a paragraph of text reads: "We are excited to partner with the National Center for Faculty Development & Diversity as an Institutional Member to provide professional development resources and support to our faculty. Click the 'Activate My Membership' button above to claim your membership!"

Step 3: Complete a brief registration form using your institution email address.

Step 4: Open your institution email. Click “Activate Account” in the confirmation email.

Retention Efforts

<https://facultyaffairs.arizona.edu/about-faculty-resources>

- Salary Equity Study 2020 & 2022
 - Talking Race Series & HSI Centering Servingness Series 2020-21
 - HSI Initiatives – Seed Grants, Culturally Responsive Curriculum Institute
 - National Center for Faculty Development & Diversity:
<https://facultyaffairs.arizona.edu/content/national-center-faculty-development-diversity>
 - MENTOR Institute Programs
 - Faculty Spotlights
 - Strategic New Faculty Onboarding
 - Increased number of faculty awards
 - Early Career Scholar
 - Teaching awards for all tracks
 - Innovation & Entrepreneurship award
 - Spring 2022: Mentoring Awards
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Equity Practices

- Transparency in Faculty Reports and Data
 - <https://facultyaffairs.arizona.edu/faculty-reports-and-data>
 - Equity gap, career-track, our best work environment, SPFI report, COVID-19, etc.
- New Recruitment and Hiring Practices
 - <https://facultyaffairs.arizona.edu/about-recruitment>
 - Mandatory training for all, consistent resources, matrices, template
- Trainings for Promotion Review Committees considering unconscious bias and inclusive scholarship
 - <https://facultyaffairs.arizona.edu/promotion-workshops>
- Wide range of trainings for Promotion for Candidates for focus on tracks and ranks
 - <https://facultyaffairs.arizona.edu/promotion-workshop>
- Added inclusive excellence to all university level award considerations.
- Additional Funding for SPFI from President
 - \$175,000 for 2020-2021 and \$500,00 for 2021-2022
- More professional development resources with equity focus
 - <https://facultyaffairs.arizona.edu/about-faculty-resources>
 - <https://facultyaffairs.arizona.edu/resources>
- Accountability for administrators – 360 survey input and metrics and 5 year review handbook
- MENTOR Institute – beginning Fall 2021

