

# **2022 ANNUAL WORKSHOP FOR TENURE-TRACK AND CONTINUING STATUS**

**Preparing the Promotion Dossier**

Thursday, April 13, 2022



# Agenda

- Introductions
- The Promotion Review Process
  - Tenure-Track
  - Continuing Status Track
- The Promotion Dossier
- Evaluation of Teaching
  - Provost Award for Innovations in Teaching
- Tips and Strategies from University Committees



# Spring 2022 Workshops & Handouts

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

# **The Promotion Review 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

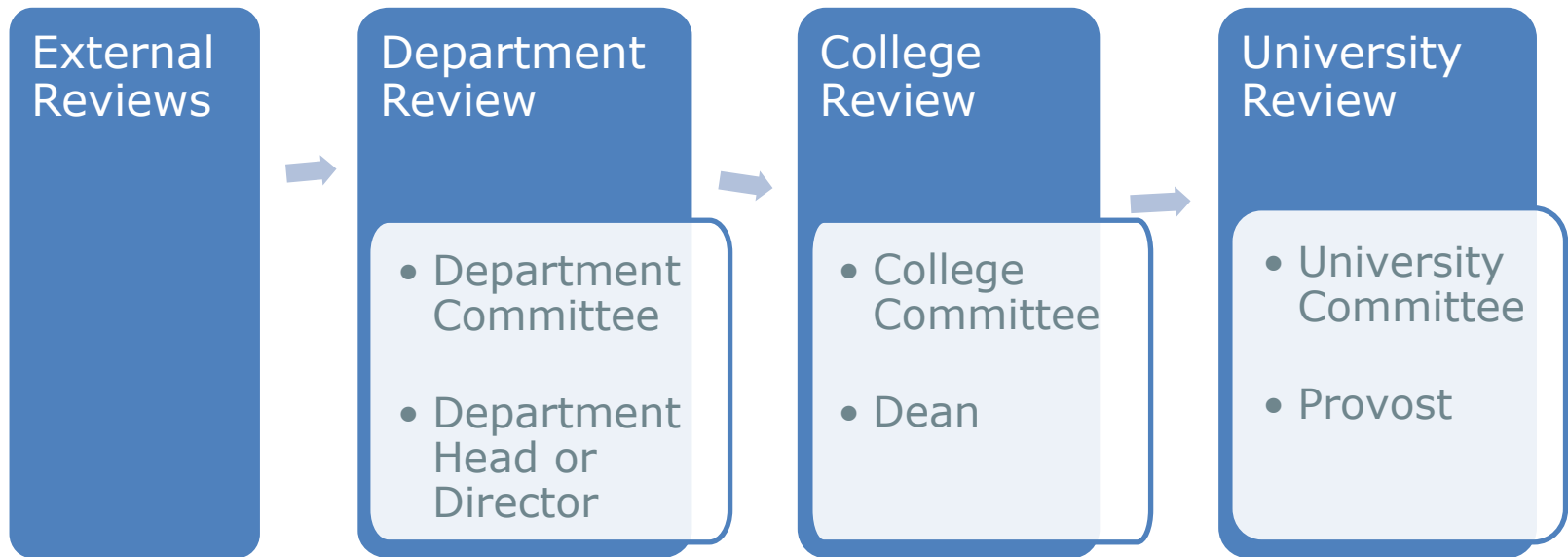
# The Promotion Process for Candidates

- 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
- Department creates P & T Committee the Spring before review
  - Peer Observation of candidate using OIA form
  - Teaching Summary Memo
  - Nomination for Provost Innovation in Teaching
- Develops a list of external reviewers (with input from candidate and sometimes with input from review committee)
  - 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



# The Promotion Review Process

## Levels of Reviews



# 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.
  - Receive letter from Department Head – Fall
  - Receive letter from Dean –Early Spring
  - Receive letter from University –last Friday of April
- Review the policy in the [University Handbook for Appointed Personnel \(UHAP\) 3.3.02C](#), for more information.





# 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.
- 

# 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>

# Committee Review

- Full and complete dossier (easy to read and understand, no confusion)
  - Adhere to dossier format exactly
- Evaluate in fair and consistent way against unit promotion criteria
- Clarity on position title, type of promotion, job description
  - Continuing status: Every case should have a detailed position description (as an attachment to Section 2), which are very helpful.  
Reasons:
    - Candidates may have workload changes over the past 5-6 years.
    - Both internal and external reviewers need to understand what exactly the candidate's duties and changes (e.g. administrative, service, scholarship %)
- No conflict of interest for external reviewers or internal reviewers



# 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 ( <i>from Internal Reviewers</i> )	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 &amp; CS only.)</small>								
Clock Delays or Leave(s)*								
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*\*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 2: Workload Assignment

*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 [template provided in the dossier.](#)**
- **Electronic signatures (.png) are acceptable to attach to the workload section.**

# **Continuing Status Reviews**




# Distinctive Aspects of Continuing-Status Reviews

- **CS reviews consider *position effectiveness*** as well as *teaching, research & service*.
- Thus, the job description and allocation of time are even more important.
- Work with your supervisor to align your duties with your unit's guidelines for promotion, and
- Make sure to document your contributions to publications and grants.
- Finally, develop an assessment plan to demonstrate the impact of your activities.



# 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*
- 

# 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

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 3**

## **Department and College Promotion Criteria**



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# Sections 4: CV

## Documenting Your Activities

- Follow the required CV format exactly.
- **TEMPLATES VARY BY TRACK**
  - PROMOTION AND TENURE
  - CONTINUING STATUS AND PROMOTION
  - CAREER-TRACK PROMOTION
- Get models for CVs from others in your department and your field.




## 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



# 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
- 

# 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

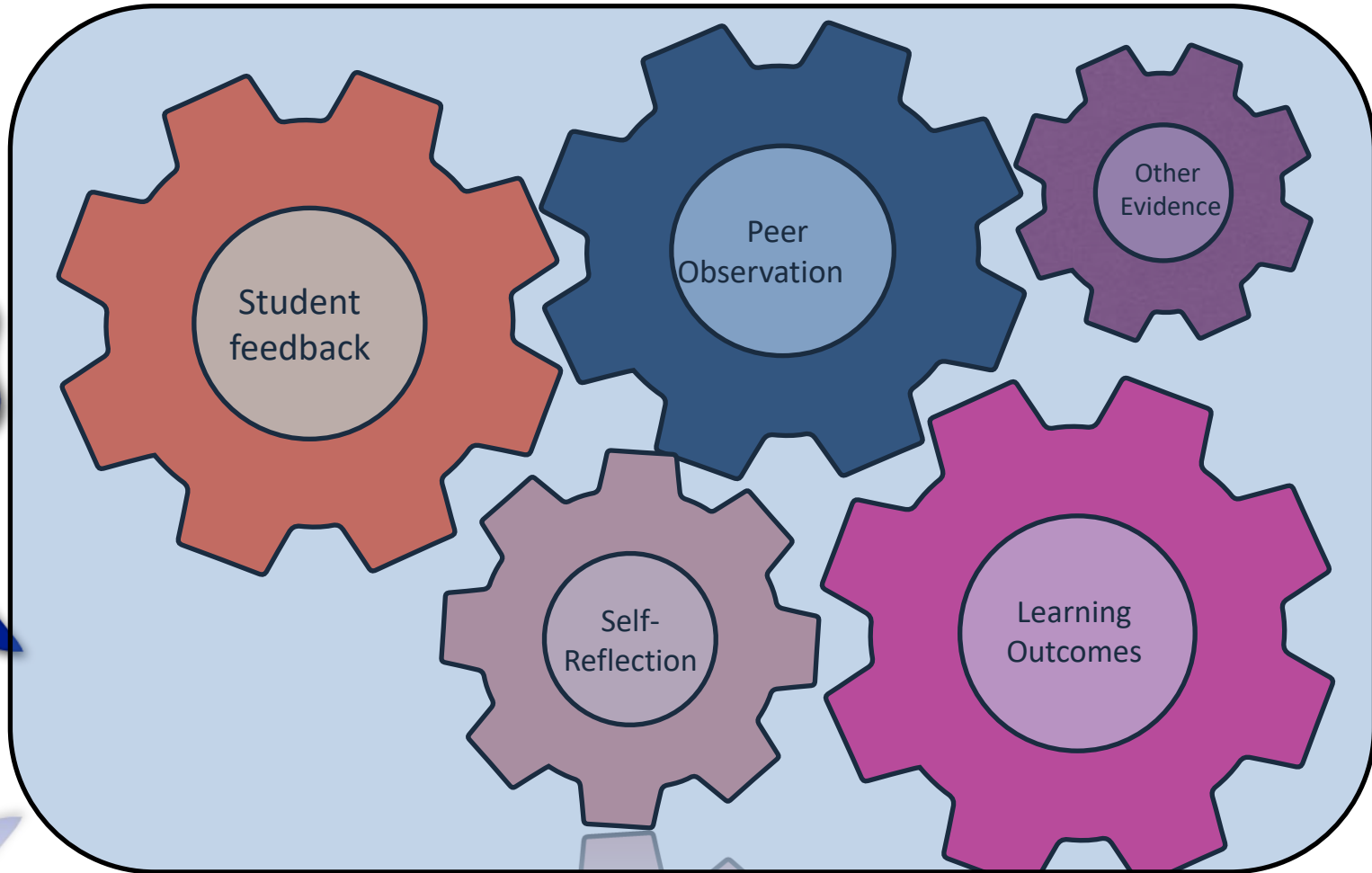
Office of Instruction and Assessment (OIA)



# **Section 6: Evaluation of Teaching**

**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
    - 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	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.



# 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](mailto:novod@arizona.edu) and 520-626-4187

### **Rebecca Pérez**

Assistant Director, Instructional Data  
Office of Instruction and Assessment  
[rperez@email.arizona.edu](mailto:rperez@email.arizona.edu) and 520-626-0536





# Section 7: Evaluating Teaching

## DONE BY PEER REVIEW COMMITTEE

- Use [Peer Review of Teaching Protocol](#) to conduct at least one teaching observation.
- 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
  - inclusive teaching strategies and course content to address diverse learning styles and experiences
  - 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 **optional** 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 required 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
- [\(PDFs can be found here\)](#)



# EXTERNAL REVIEWERS



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# 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:** <https://facultyaffairs.arizona.edu/promotion-dossiers>
  - 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



# 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
<b>The University of Arizona</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Arizona State University			<b>X</b>	
University of California, Berkeley	<b>X</b>		<b>X</b>	<b>X</b>
University of California, Davis	<b>X</b>	<b>X</b>		<b>X</b>
University of California, Los Angeles	<b>X</b>	<b>X</b>	<b>X</b>	
Stanford University	<b>X</b>	<b>X</b>	<b>X</b>	
University of Southern California	<b>X</b>	<b>X</b>	<b>X</b>	
University of Colorado, Boulder	<b>X</b>		<b>X</b>	
University of Florida	<b>X</b>	<b>X</b>		<b>X</b>
University of Illinois at Urbana-Champaign	<b>X</b>	<b>X</b>		<b>X</b>
University of Iowa	<b>X</b>	<b>X</b>		
University of Maryland, College Park	<b>X</b>			<b>X</b>
Michigan State University	<b>X</b>	<b>X</b>		<b>X</b>
University of Minnesota, Twin Cities	<b>X</b>	<b>X</b>		<b>X</b>
University of North Carolina at Chapel Hill	<b>X</b>	<b>X</b>		
Ohio State University	<b>X</b>	<b>X</b>		<b>X</b>
University of Oregon		<b>X</b>	<b>X</b>	
Oregon State University			<b>X</b>	<b>X</b>
Pennsylvania State University	<b>X</b>	<b>X</b>		<b>X</b>
University of Texas at Austin	<b>X</b>			
Texas A&M University	<b>X</b>			<b>X</b>
University of Utah		<b>X</b>	<b>X</b>	
University of Washington	<b>X</b>	<b>X</b>	<b>X</b>	
Washington State University			<b>X</b>	<b>X</b>
University of Wisconsin, Madison	<b>X</b>	<b>X</b>		<b>X</b>

# Collaborator Letters (optional)

## **DONE BY DEPARTMENT HEAD**

- Collaborators
  - Very helpful if engaged in large collaborations (they can speak to your role and quality of collaboration or your expertise)
  - Very helpful to represent view of non-academic partners
  - Co-authors on scholarship or grant proposals within 5 years of the dossier submission
  - Collaborators include
    - Dissertation advisors,
    - Supervisors
    - Close co-worker in lab, department, or residency program
    - Collaborators on book editing or journal editing projects





# 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>

# 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 (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.*




# Overview



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# Use Your Dossier to Document Your Impact

- ✓ Address non-specialists as well as experts.
  - ✓ Make sure your head or committee chair understands who would be appropriate reviewers.
  - ✓ Use the Candidate Statement and to discuss the progress and impact of your program of work.
  - ✓ Discuss soliciting collaborator letters to document the impacts of your work.
  - ✓ Document your efforts to improve your teaching.
  - ✓ Consider asking graduates and former students for letters.
  - ✓ Use the Service and Outreach Portfolio to document your leadership contributions.
- 

# Tips to start early from Yan Han, University Libraries

- Begin **EARLY** to understand all of the performance expectations
  - Job description and workload assignments
  - Pay special attention if workload assignments changed
- Regularly meet (at least annually) with departmental chair to discuss expectations and set goals.
- Candidate Statement is important.
  - Try to write one at 3rd year
  - The final one can be started as early as a year ahead (4th or 5th year).



# Ten Tips for Successful P&T

## Brian Erstad

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

## Brian Erstad

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*





# Words from the University Advisory Committees

- **UAC\_PT (Promotion and Tenure)** – committee of 12 faculty representing all Colleges across UArizona.
- **UAC\_CSP (Continuing Status and Promotion)** – committee of 5 faculty representing units with continuing status faculty across UArizona.



<https://safety4sea.com/the-round-table-making-ship-board-meetings-matter/>

# Words from the University Advisory Committees



- Curriculum Vitae
  - Be clear about accomplishments in rank versus previous career stage
  - Be clear about scholarly activities involving trainees (undergraduates, graduate students and postdoctoral fellows)
  - Be specific, accurate, clearly distinguish funding from local versus federal sources; highlight honors; categorize service
  - Spellcheck😊



# Words from the University Advisory Committees



- Candidate Statement - **This is your opportunity to shine!**
  - Accessible – limit jargon please!
  - Balanced: appealing to experts that write evaluation letters and clear to non-experts
  - Most compelling dossiers integrate research teaching and service  
How do each of these components inform the others? How do they synergize?
  - Speak to how your accomplishments meet the expectations and support the mission of the unit. **What is the impact of your activities?**
  - UACPT/UACCSP can only evaluate the dossier in front of them, so be comprehensive, make no assumption about what the committee knows

# Words from the University Advisory Committees



- External evaluators
  - UACPT/UACCSP relies on external letters comments!
  - Be informed about the process
  - Pay attention to procedural issues



# Words from the University Advisory Committees



- A privilege and a distinct pleasure to learn about all of your amazing accomplishments!
  - Good luck!



Dr. Andrea Romero



Dr. Celeste Atkins



# The Faculty Affairs Team

[facultyaffairs.arizona.edu](https://facultyaffairs.arizona.edu)

Dr. Adrian Arroyo-Perez



Dr. Judy Marquez Kiyama



# 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

3

## Retention Stage

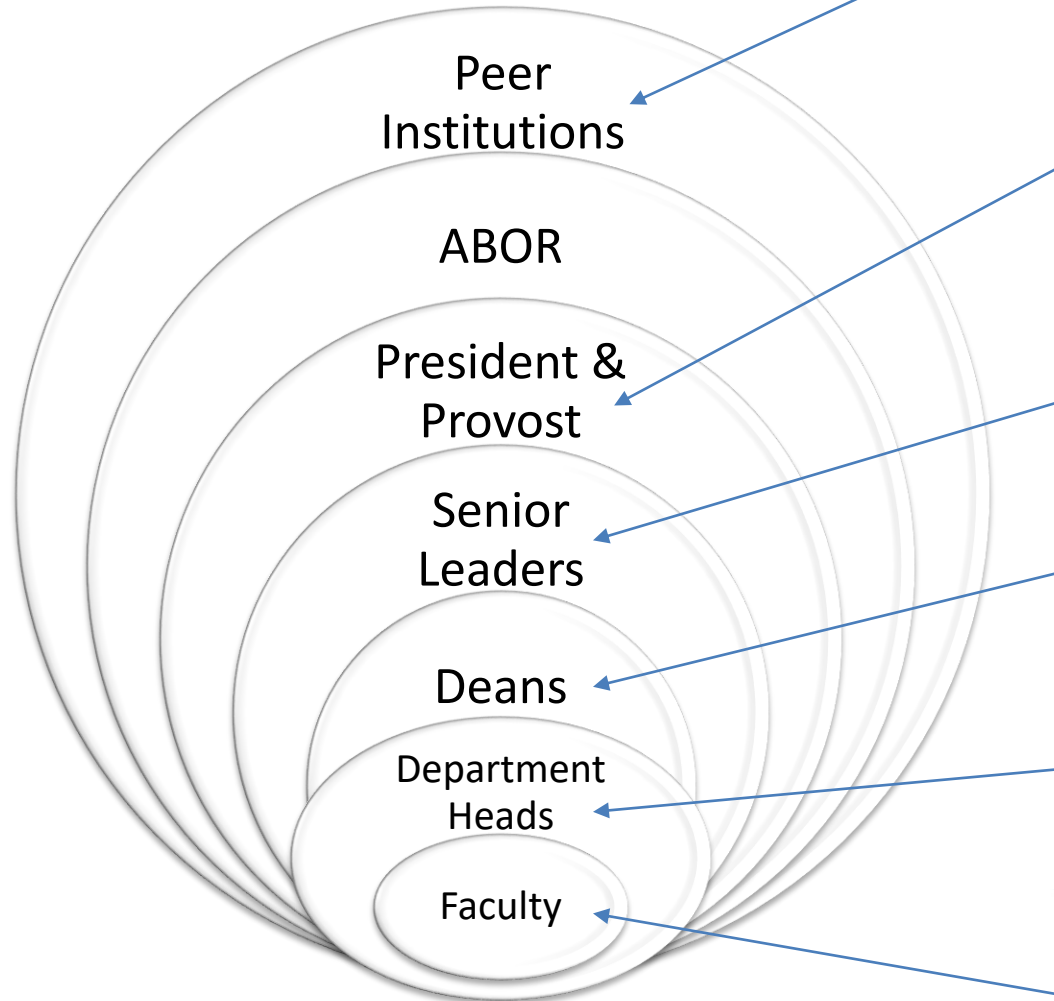
**Building affirming environments and anti-oppressive structures for faculty advancement**

- 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,





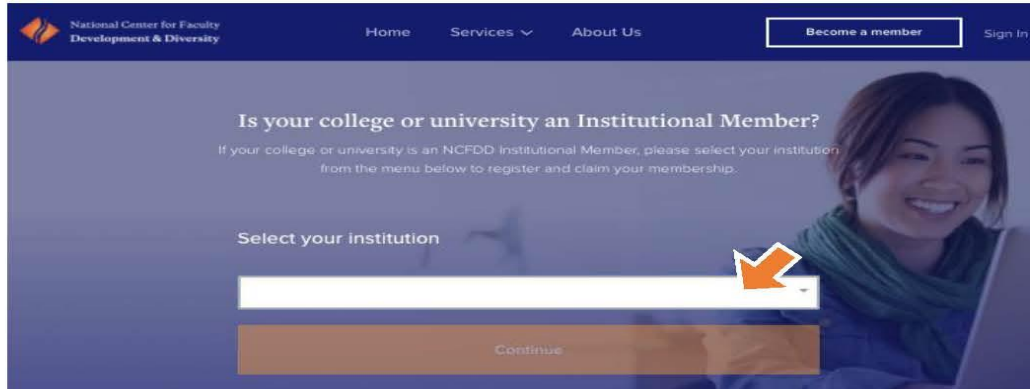
# National Center for Faculty Development & Diversity

**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.”



National Center for Faculty Development & Diversity

Home Services About Us

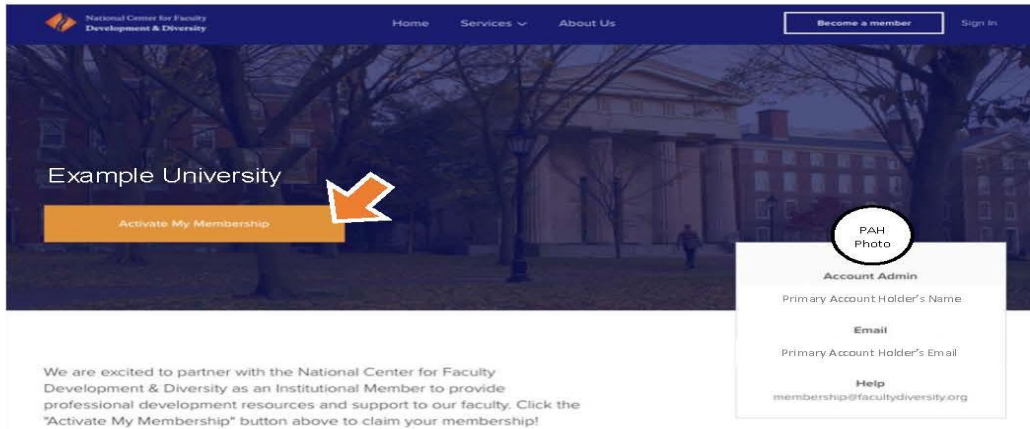
Become a member Sign In

Is your college or university an Institutional Member?  
If your college or university is an NCFDD Institutional Member, please select your institution from the menu below to register and claim your membership.

Select your institution

Continue

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



National Center for Faculty Development & Diversity

Home Services About Us

Become a member Sign In

Example University

Activate My Membership

PAH Photo

Account Admin

Primary Account Holder's Name

Email

Primary Account Holder's Email

Help

membership@facultydiversity.org

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
- 

# 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

