



Office of the Provost

GOING UP FOR PROMOTION TO FULL

<https://facultyaffairs.arizona.edu/promotion-workshops>

For this and other promotion workshop dates and recordings



THE UNIVERSITY
OF ARIZONA

Panel

- Andrea Romero, Vice Provost for Faculty Affairs
- Alison Deming, Regent's Professor, English Department
- Diana Liverman, Regent's Professor and Director, School of Geography, Development and Environment
- Judith Bronstein, University Distinguished Professor, Ecology and Evolutionary Biology

Today's Focus:

Promotion to Full Professor

Please see our website for upcoming workshops, as well as recorded workshops and materials on candidate statement, dossier template, teaching and service portfolios:

<https://facultyaffairs.arizona.edu/promotion-workshops>

SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (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.
- Clock delay information is indicated on **Section 2** workload
- 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>

What is expected?

- What are the promotion guidelines for your department?
- What are the promotion guidelines for your college?
- What do recent dossiers of faculty who were promoted to Full Professor look like in your unit and field?

What distinguishes promotion to Full Professor?

Innovation, Leadership, Quality and Impact

- Research: publications (amount within rank, quality of publication source, level of authorship, grants (level), impact on field, international reputation)
- Teaching: breadth, innovation, new courses, new programs, grad student completion, impact on students
- Type and level of service, (university, national, international), editorship, leadership positions

Promising Practices for Associate Rank

- Teaching
 - Teach a new division(either grad or undergrad) or special topics or study abroad or online
 - Add a new teaching strategy or team-teach

Promising Practices for Associate Rank

- Research
 - Move to theoretical from applied or vice versa
 - Find new areas of funding
 - Move from shorter to longer term projects
 - Stay current with new ideas from students or new lit reviews
 - Add a new methodology

Promising Practices for Associate Rank

- Service - Leadership
 - Participate on new committees at higher levels (university or professional orgs)
 - Take a leadership role in shared governance
- Network
 - Collaborate on a professional project
 - Network with national/international research groups
 - Helps to get to know potential future external reviewers

Service Strategy . . . for impact and for alignment

- Is it aligned with my research?
- Will it help further my teaching?
- Are there potential high impact implications?
- What is the level of prestige?
- How important is this to my own fulfillment?
- How important is this activity to my giving back to others like me?
- Will I have allies?
- Does it fill a social justice need?

Preparing the Dossier

- Updates made every year, please use most updated version and check for changes
- <https://facultyaffairs.arizona.edu/guide-promotion-process>
- Additional Resources:
 - Inclusive Scholarship:
<https://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>

Friendly Reminders

- Start the candidate statement early and get feedback – emphasize impact and innovation
- External reviewers
 - Minimum of 3 for review
 - Prioritize peer institutions
 - Half or fewer from candidate suggestion
- Collaborator letters are possible
- Conflict of Interest (internal and external)
 - MUST be arms-length
 - <https://facultyaffairs.arizona.edu/promotion-dossiers>

Friendly Reminders

- Be careful to document workload changes over time and represent on Section 2, as well as norms in unit for workload.
- Holistic representation through teaching portfolio
 - Peer observations
- Service portfolio if engaged in larger impact projects or leadership

When will you go up for Full Professor?

- **How to decide when you will go up.**
 - There is no mandatory year or a required wait time.
 - If denied can resubmit in a following year.
 - Discuss with department head
 - Discuss with mentors
- **Why to do it?**
 - Benefits: salary increase, eligible for more leadership positions, committees and eligible for more awards.
- **Don't wait to get tapped on the shoulder.**

Getting Consultation and Mentoring

- **Have you gotten feedback on your progress?**
 - Full professors in your department
 - Full professors in other universities (peer institutions)
 - Your department head
 - Who are your mentors at this stage of your work? Reach out on campus and at the national level (conferences are a great opportunity). Peer mentors at this level are helpful too.
 - Build your own effective mentoring mosaic for promotion to full.
- **How can you get more helpful feedback?**
 - Faculty Development Communities for Promotion
 - -NCFDD webinar:
<https://www.facultydiversity.org/webinars/movingtofull>

Tips for moving forward after feedback:

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- Set goals and create your own timeline (share with department head, colleagues, and mentors)
 - Strategically identify research, teaching, and service opportunities
 - Writing habits and writing groups or research circle
 - *How can a sabbatical support your goals?*
 - Prioritize high profile work
 - Ask to be nominated for awards and nominate others

UArizona Opportunities for Development/Recognition at Associate Rank

- [Academic Leadership Institute](#)
- [HSI Fellows](#)
- **Distinguished Scholar**
 - Designated for those at the Associate Rank
 - \$10,000
- UA teaching awards
 - Koffler \$10,000
 - Sherrill \$2,500
 - Swanson \$5,000
- Provost Author Support Fund - \$1,500
- Full Professors: *University Distinguished Professors, University Distinguished Outreach Faculty, Regent's Professors*
- <https://provost.arizona.edu/content/distinguished-scholar-award>

Panelists

- Tips and strategies for reaching Full Professor

Thank you

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