



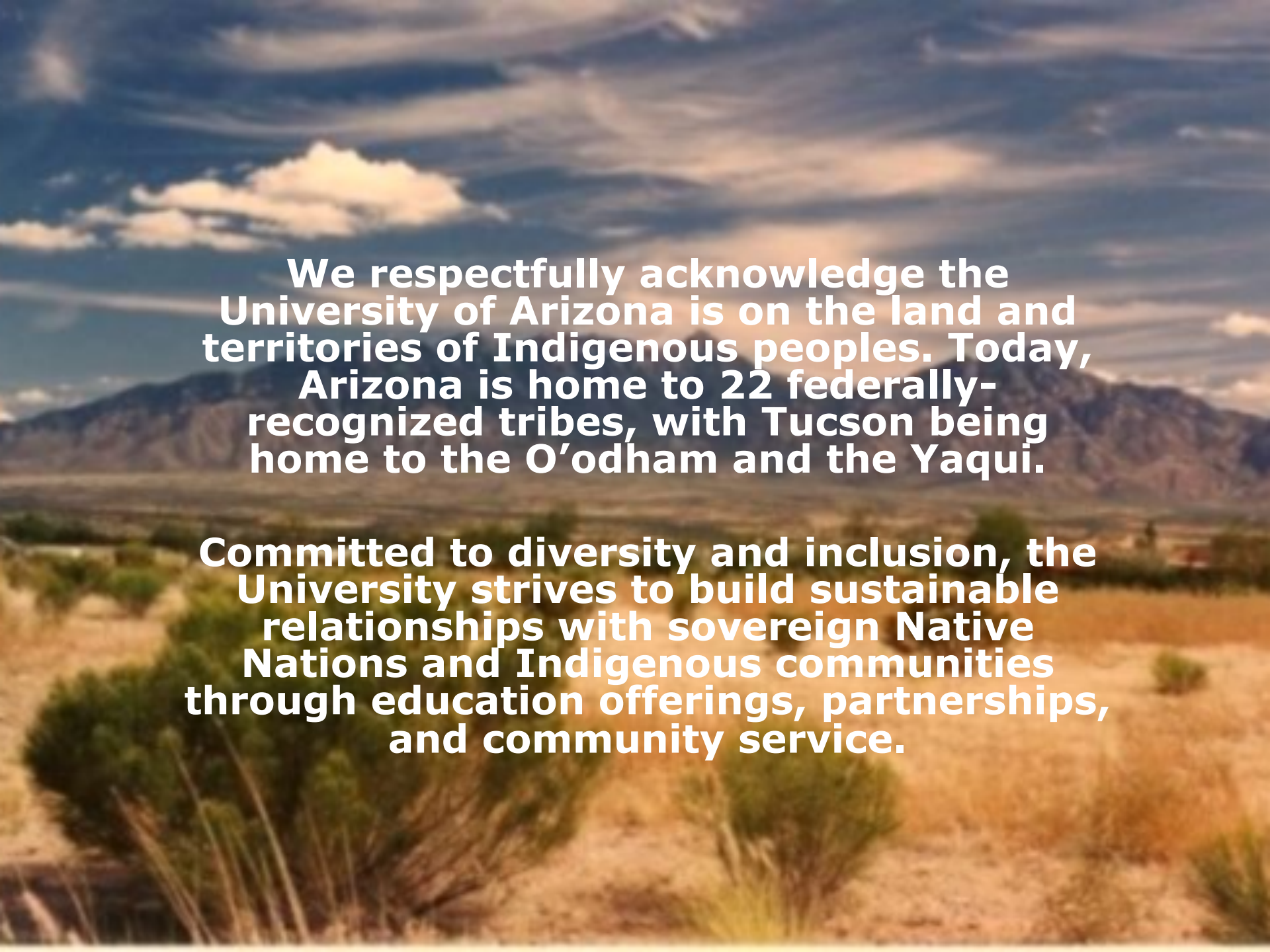
# 2023-2024 Promotion Cycle: Tenure-Track



Faculty Affairs

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





**We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O'odham and the Yaqui.**

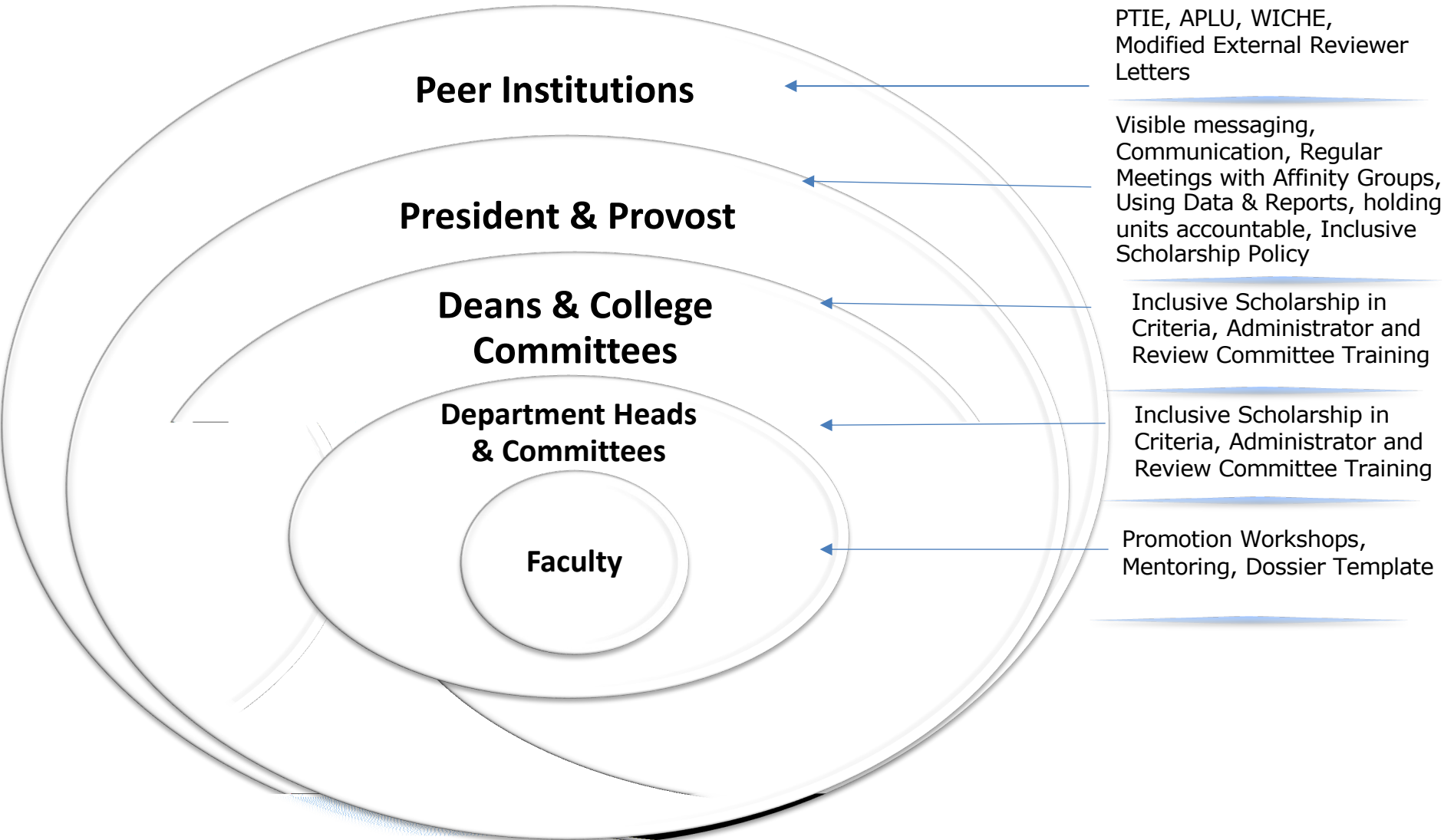
**Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.**



## Vision

- To nurture a humanistic approach to faculty activity that fosters excellence, equity and impact.
- We aspire to high levels of accountability, efficiency, and transparency.
- To promote understanding of the role and contributions of faculty
- To adhere to the fundamental values of our land grant institution and R1 status.

# ***Systemic Approach to Inclusive Scholarship Shifts in Promotion***





# 2023-2024 Promotion Cycle Workshops & Resources

- Promotion Dossier Templates and Instructions:  
<https://facultyaffairs.arizona.edu/promotion-dossier-templates>
- Guide to 2023-2024 Promotion for Tenure-Track Faculty  
<https://facultyaffairs.arizona.edu/sites/default/files/2023-03/2023-24%20Guide%20to%20the%20Promotion%20Process%20for%20CSP%20and%20PT.pdf>
- Online and In-person Workshops: <https://facultyaffairs.arizona.edu/promotion-workshops>
- You can find additional resources for faculty at our link:  
<https://facultyaffairs.arizona.edu/about-faculty-resources>
  - Inclusive scholarship, promotion criteria by college, clock delay information
  - NCFDD: <https://facultyaffairs.arizona.edu/content/national-center-faculty-development-diversity>
  - Faculty Development Communities for Promotion: <https://facultyaffairs.arizona.edu/communities>



# Outline

- Faculty Affairs
  - Vision, Inclusive Scholarship & Resources
- Promotion Policy
- Promotion Review Process
- The Promotion Dossier
  - Section 1: Summary Data
  - Section 2: Workload and Pandemic Statement
  - Section 3: Promotion Criteria
  - Section 4: CV, Collaborators & Representative Work
  - Section 5: Candidate Statement
  - Section 6: Teaching Portfolio
  - Section 7: Leadership, Extension & Service Portfolio
  - Section 8: GIDP
  - Section 9: Peer Observation and Provost Award
  - External Letters & Collaborator Letters
- Tips for Promotion



# University of Arizona Promotion Policies





# Promotion Policy

- University Handbook for Appointed Personnel
- [Chapter 3.3](#) Tenure-Track Faculty
- **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>





# Promotion Review Process





# The Promotion Process for Candidates

- Meet with Department Head Spring before submission
  - Confirm submission plan
  - Review Section 1 and Section 2
  - Share candidate's list of external reviewers or those not to be contacted
  - **Share list of collaborators**
  - **Share anyone on the list for conflict of interest**
  - Agree on deadline for submission of materials
  - Candidate prepares Section 1, 2, 2A, 3, 4, 4A, 4B, 5, 6, 7 (optional), 8 (optional).



# Department Head Process

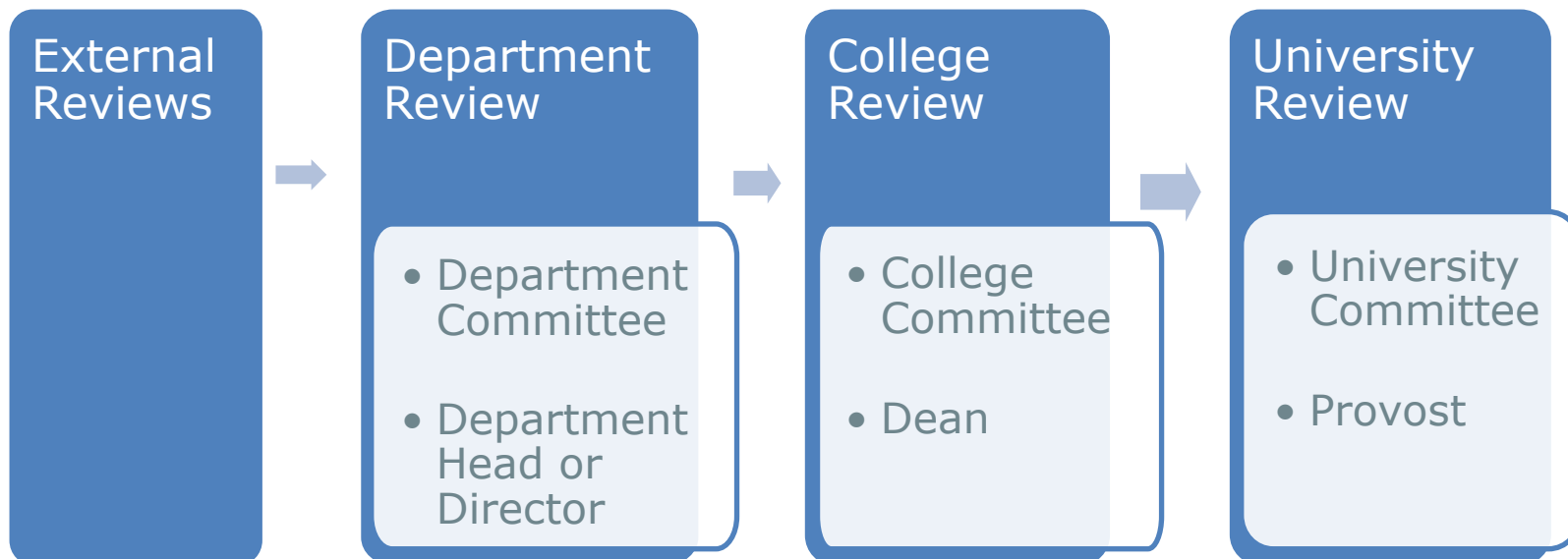
- Meet with candidate Spring before submission
  - Confirm submission dates
  - Receive collaborator list
  - Receive conflict of interest names both internal/external
  - Confirm and sign Section 1, Section 2
- Confirm departmental committee has no conflict of interests
- Identify appropriate peer reviewer for teaching and set up teaching review with appropriate forms
- Support candidate submission of materials in RPT and committee deadlines
- Provide notification to candidate when dossier is moved to college level





# The Promotion Review Process

## Levels of Reviews





# Notifications to Candidates

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

**Candidates are notified by the Dean** when their dossier has moved to the next level of the review.

The written notifications to the candidate are included in the dossier.

Receive letter from Department Head – Fall

Receive letter from Dean –Early Spring

Receive letter from University –last Friday of April



# 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
- External and internal reviewers cannot be [collaborators](#) or have a [conflict of interest](#).
- Use Collaborator Letters for those who are not independent.
- Process and voting is **CONFIDENTIAL**
- Notify Candidates when forwarding dossiers.



## Collaborators and Conflict of Interest

- Internal and external reviewers MUST be independent of candidate.
  - [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
  - No significant personal or financial interests
  - Editors of journals or books are ok



# Evaluation

- **Workload Distribution**
- **Pandemic Statement**
- **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**
- **University Criteria for Promotion**
  - **Inclusive Scholarship**





# Pandemic Context

- Studies show that during the pandemic faculty experienced
  - Increase workload or workload shifts
    - Increase in support to students
    - Increase in service responsibilities
  - Stress, frustration, anxiety, burnout
  - Grief, loss, loneliness, illness, death
  - Teaching Challenges & Positive Changes for Student Servingness
  - Research Challenges & Innovations



## 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.



# Systemic Barriers

- Systemic factors affected the work experiences of women, caregivers and BIPOC individuals during the pandemic.
  - Higher rates of illness and death
  - Fewer uninterrupted blocks of time
  - More frequent need to isolate
- [UArizona COVID19 Instructor Survey Report –Spring 2020:](#)



# COVID-19 Changes

- Peer institutions Agreed Upon Changes
  - Pandemic Statement required for all
  - COVID-19 considerations for External Reviewer Letters
  - No student course surveys during Fall or Spring 2020.
  - Minimum of two clock delays are typical for most tenure-eligible faculty during this period
  - Reviewer training includes pandemic/covid-19 considerations



# 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 promotion criteria
- Clarity on position title, type of promotion, job description
  - 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 %)
- Section 6B & 7B stays at department level – summarized in their letter





# Words from the University Advisory Committees

- **UAC\_PT (Promotion and Tenure)** – committee of 12 faculty representing all Colleges across UArizona.

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



<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
    - Arms-length
    - No collaborators
    - No conflict of interest





# The Promotion Dossier





# The Promotion Dossier

Section #	Title	Prepared By
Section 1:	Summary Data Sheet	Dept. Admin/Head/Director Candidate
Section 2; 2A:	Summary of Candidate's Workload of Assignment & Pandemic Impact Statement	Dept. Admin, Head/Director & Candidate
Section 3:	Dept. & College Criteria (brief version)	Dept. Administration
Section 4, 4A, 4B:	Curriculum Vitae List of Collaborators Representative Work	Candidate
Section 5:	Candidate Statement	Candidate
Section 6, 6A, 6B:	Teaching Portfolio and Resources Information on Teaching & Mentoring Supporting Documentation	Candidate
Section 7, 7A, 7B:	Portfolio for Leadership, Extension, Service & Innovation	Candidate (optional)
Section 8:	GIDP Membership and Description of Contributions	Candidate (optional), GIDP Chair & Dept. Committee
Section 9:	Peer Teaching Observation Provost Award for Innovations in Teaching Nomination	Dept. Committe
Section 10, 10A, 10B:	Letters from Independent External Reviewers Letters from Collaborators	Dept. Head/Director
Section 11:	Recommendations ( <i>from Internal Reviewers</i> )	Dept., College & Univ. Levels



# Section 1: Summary Data Sheet

[2023-24\\_01\\_PT\\_Summary Data Sheet.pdf](#)  
[\(arizona.edu\)](#)



# PROMOTION AND TENURE 2023-2024

## SECTION 1: SUMMARY DATA SHEET

DATE:

NAME:

PREFERRED PRONOUNS:

EMPLOYEE IDENTIFICATION NUMBER:

CURRENT TITLE:

HOME DEPARTMENT:

COLLEGE:

CAMPUS ADDRESS:

UA BUILDING:

ROOM #

PO BOX#

SHARED APPOINTMENT:

SHARED: THE CANDIDATE'S BUDGET/SALARY 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:

TENURE-ELIGIBLE (TE) ONLY

TITLE FOR WHICH YOU ARE APPLYING:

FACULTY TRACK:  TENURE-ELIGIBLE  TENURED

REVIEW TYPE:  3<sup>RD</sup> YEAR RETENTION  MANDATORY REVIEW

TITLE:  PROMOTION TO ASSOCIATE RANK WITH TENURE (PT)  
(VOTES ON PT ARE NOT SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE)

PROMOTION TO FULL PROFESSOR WITH TENURE (PFT)  
(VOTES CAN BE SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO FULL RANK WITH TENURE)

TENURE ONLY, NO PROMOTION IN RANK

PROMOTION TO FULL PROFESSOR RANK

### EMPLOYMENT ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION

DATES

RANK/TITLE

### EMPLOYMENT AT THE UA

INSTITUTION

DATES

RANK/TITLE



# Section 2

## Workload



# Section 2: Workload Assignment

Prepared by Department Head/Director – **NOT EVALUATIVE**

## SECTION 2: SUMMARY OF CANDIDATE’S WORKLOAD ASSIGNMENT - TENURE-TRACK AND CONTINUING TRACK FOR:

DEPARTMENT/SCHOOL OF:

FTE:

Period in current rank *only*. Duties for the period 2016-2017 through 2023-2024 have been distributed as follows:

Academic Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Teaching%								
Research, Scholarship and Creative Activity%								
Service% <i>Internal and External</i>								
Administrative Service%								
Clinical Service%								
Extension%								
Other Professional Activities% <i>Name and see below to describe activity. (For CE and CS only.)</i>								
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 or sabbatical leave to recognize candidates' assigned duties. Use an asterisk for years with delays. List sabbaticals as "SABB" and leaves without pay as "LWOP."

### 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 following "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.**
- **[Checklist for shared appointments](#)**





# Section 2 A

# Pandemic Statement





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

- Describe the influence of COVID-19 on any aspect of their workload (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.
  - For more information on COVID-19 Context  
<https://facultyaffairs.arizona.edu/covid-19-context>



# Section 3

# Department and College Promotion Criteria

(brief versions)





# Section 4

## Curriculum Vitae





# Sections 4: CV

## Documenting Your Activities

- **Follow the required CV format exactly.**
- Follow format and organization
  - Chronology of Education
  - Chronology of Employment
  - Honors & Awards
  - ❖ Service/Outreach
  - Publications/Creative Activity
    - \*indicate co-authors who were students or post-docs
  - Other Scholarship
  - Works in Progress
  - Media
  - ❖ Conferences/Scholarly Presentations
  - ❖ Awarded Grants & Contracts
  - ❖ Submitted Grants/Contracts
- ❖ Limited to period in rank (no more than 10 years)



# Clarity

- Publications
  - Please use Forthcoming instead of In Press – when accepted but not published yet
  - Do not use forthcoming for work that has been submitted but not accepted
  - <https://www.ncbi.nlm.nih.gov/books/NBK7240/>
  - <https://www.insidehighered.com/advice/2012/12/03/essay-how-list-scholarship-hasnt-been-published-yet>
- Grants
  - Please clearly indicate the following for funded grants:
  - Your role/title on the grant and % credit
  - Title of the grant and years of funding and P.I. names (if candidate is not the P.I.)
  - Grant funder Promotion Guidelines 2023-2024 4
  - Total costs and direct costs (Indicate clearly how much funding comes to the University of Arizona and how much to your department)



# Inclusive Scholarship Considerations

- 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
- For more information:  
<https://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>



## **Section 4A: List of Collaborators**

(use template)

## **Section 4B: Representative Work**

(no more than 3-5 items)







# Section 5: Candidate Statement

No more than 5 pages, signed  
Review workshop on candidate statement for  
tips



# *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
  - External reviewers, department committee, department head, college committee, dean
- What might 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





# Section 6A:

## Information on Teaching and Mentoring

- Extent of Teaching – use template
- Course Descriptions –2-3 sentences
- Student Evaluations
  - [How to download appropriate format for TCE 2019 and prior](#)
  - [How to download appropriate format for SCS 2019 to current.](#)
- Individual Student Contact (see Section 6A for examples)
- Contributions to Instructional Innovations & Collaborations
- Teaching Awards and Grants
- Teaching Philosophy (optional) (no more than 3 pages)
- Formative peer observations (optional)

# 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:  
Graduation,  
Scholarships,  
Awards,  
Fellowships, Jobs,  
etc.





## Section 6B: **Supporting Documentation** (stays at departmental level of review)

- Syllabi and major assignments
- Examples of course content
  - Lecture material, activities, websites
- Curricular reviews and other contributions to scholarship of teaching
- Student open-ended comments on TCE or SCS
- Examples of student products from courses
  - Student names and faces are FERPA protected and cannot be shared unless part of a public performance or exhibition



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







# Section 7 Portfolio

(optional)

(stays at departmental level of review)

- Complete this section if a significant portion of your workload is dedicated to administrator or service.
- Complete this section if you have made significant contributions or impact in the areas of service or innovation.
- Document impact, effectiveness, examples of work, evaluations of work, leadership activities
- Collaborations with business or community partners
- Examples of tech transfer and impact or commercialization activities
- Examples of new technology, website, apps or other innovations
- Exhibits, companion pieces or companion guides may also be included here



## Examples

- Resources for community, businesses, or disciplinary associations
- Newsletters, pamphlets, articles for popular or special interest publications
- Technical reports or presentations
- Articles for instructional materials
- Media/news reports
- Community-engaged activities representing your expert role
  - 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
  - Do NOT include community service for personal or family reasons



## Section 8: Membership in GIDP

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





# Section 9: Summative Peer Teaching Observation for Promotion

Department Head will appoint appropriate person for  
observation

For observation tools see here:

[In person class](#)

[On-line class](#)





## Section 9: Provost Award for Innovation in Teaching

- To be considered department committee must write additional memo address criteria
  - Innovative teaching strategies
  - Active learning strategies and other evidence-based instructional practices
  - Well-structured course syllabi with defined learning outcomes
  - Inclusive teaching strategies and course content to address diverse learning styles and experiences
  - New cutting-edge courses, new content, new pedagogy
  - Innovation of collaborative learning spaces
  - Leadership in Faculty Learning Communities
  - Impactful student evaluations/comments
  - Teaching awards, grants, and other recognized achievements in teaching
  - Effective mentoring and advising, including collaborations with students from diverse backgrounds.



# **Section 10: EXTERNAL REVIEWERS & Collaborators**

Organized by Department Head





# Candidate Suggestions for 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 are a key consideration
- **Independent and 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
  - No significant personal or financial interests

# 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



## 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 initiate



# 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.*

*Appeals to the Committee on Academic Freedom and Tenure information found here: <https://facultygovernance.arizona.edu/other-committees/committee-academic-freedom-and-tenure>*



# Tips





# Ten Tips for Successful P&T

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

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



## Ten Tips for Successful P&T

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

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



THE UNIVERSITY OF ARIZONA  
Office of the Provost



# Faculty Affairs

[Facultyaffairs.Arizona.edu](http://Facultyaffairs.Arizona.edu)



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# University of Arizona Faculty Affairs Equity Strategies Across Career-Life Span

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**

- Updated Faculty Search Committee Guidelines
- Required Training for all search committee members
- Faculty Affairs consultation with Deans, Department Heads, and Search Chairs
- Strategic Priorities Faculty Initiative for Hiring & Recruitment
- Transparent faculty data and reports on representation, equity, hiring, departures, and exit survey findings to raise awareness
- Steps in the Scholar Journey Program | postdoctoral recruitment / pipeline strategy

2

## Professional Advancement Stage

**Ensuring a culture to enable a high-performing academic enterprise**

- Promotion Opportunities for all faculty tracks
- Equity based changes to promotion dossier templates
- Promotion workshops for all candidates, department heads, and administrators with an inclusive focus.
- Leadership Programs (ALI, HSI Fellows, ILC, Faculty Fellows)
- National Center for Faculty Development and Diversity membership and resources
- Faculty Development Promotion Communities Mentoring Program
- HSI Servingness Series, Talking Race Series, Caregiver Series, Our Best Work Environment Speaker Series
- Culturally Responsive Curriculum Development Institute
- HSI Seed Grants

3

## Retention Stage

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

- Increase in cap for number of multi-year contracts for career track faculty
- Salary Equity Review for all tracks
- University Faculty Awards Expansion
- Bias Education & Support Team
- Integration of implicit bias, equity and inclusivity in all Faculty Affairs workshops
- Campus wide Mentoring Training and Mentoring Institute for inclusive mentoring of faculty and graduate students
- Expansion of Faculty Affinity Groups and regular meetings with Faculty Affairs

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





## Mission Statement

Our mission in Faculty Affairs is to cultivate institutional structures for faculty advancement across the career lifespan. We take an ecosystem equity approach across all system levels that considers (1) recruitment (2) professional advancement, and (3) retention. Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty.

Equity

Recruitment

Professional Advancement

Retention



# The Faculty Affairs Team



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