

2019 Promotion Workshop for Career Track faculty

March 22, 2019 Silver and Sage, 2:00 – 3:30PM

For further information, visit

<http://facultyaffairs.arizona.edu/promotion>



Agenda

- ❑ The Local and National Landscape
- ❑ What UHAP tells us
- ❑ Having the Conversation: taking inventory & having discussions
- ❑ Putting together your promotion packet – what's needed, and where to get information

The Local and National Landscape

- ❑ Discussions here & around the country ongoing
- ❑ The commitment to providing clear Promotion ladders is institution-wide
- ❑ That said, some units are further positioned than others in policy and practice (aka, where the rubber hits the road).

What UHAP Tells Us

The following titles are all considered “Career Track”

- ❑ **Instructor** (note: there are no opportunities for promotion in this particular rank; here, next step is conversion to another CT title)
- ❑ **Lecturer**, including Senior Lecturer and Principal Lecturer
- ❑ **Professorial** titles including Research Professor, Clinical Professor, Professor of Practice, and CT Professor (assistant, associate, full)

What UHAP Tells Us

UHAP 3.1.02:

- ❑ Faculty should be advised of promotion opportunities

- ❑ Units making CT appointments to positions of instructor, lecturer, and professor **must have procedures** for renewals and promotion that are approved by the Provost

- ❑ But again – work in progress....

What about multi-year contracts?

- ❑ Contract length and promotion are not directly related
- ❑ Some units reward promotion with a multi-year contract, BUT promotion is about the merits, and MY is a business decision
 - ❑ But again – work in progress....

When should I go up for promotion?

- ❑ UHAP, by design, has no minimum timeline for Lecturers
- ❑ UHAP 3.3.03E: promotion from CT Assistant to Associate professor is possible after a minimum of three years
- ❑ UHAP 3.3.03F: CT Associate professors may go up for promotion to the rank of CT Professor at any time

When should I go up for promotion?

That said....

- Colleges may (and often do) require minimums that may be longer than three years
- Experience in similar positions may apply toward the time calculations
- College criteria and processes, including timelines, are available on the Vice Provost for Faculty Affairs website:
<https://facultyaffairs.arizona.edu/content/career-track-faculty>

How can I start the discussion?

- Talk with your supervisor (and feel free to use UHAP as a point of reference); use annual reviews to get as much specific feedback as possible
- Use your network of formal or informal mentors (in your unit or elsewhere)
- Talk with Faculty Leadership (institutional)

Your promotion packet: what to include & who reviews it

LECTURER TITLES

What to include:

Varies, but typically focus on portfolios/dossiers related to primary responsibilities

Who reviews:

Unit committee

∨

Unit faculty

∨

Unit Chair/Head/Director

∨

Dean

PROFESSOR TITLES

What to include:

Dossier sections like those produced for Promotion and Tenure (except for external reviewers, in most cases)

Who reviews:

Unit committee

∨

Unit faculty

∨

Unit Chair/Head/Director

∨

Dean

∨

Provost

The Promotion Dossier

There are 11 Sections, with “Prepared by” ID’d for each.

We’ll focus on *these*:

1. Summary Data Sheet
2. Candidate’s Workload Assignment
3. Departmental and College Criteria
4. Curriculum Vitae & List of Collaborators
5. Candidate Statement
6. Teaching Portfolio
7. Evaluation of Teaching
8. Service and Outreach Portfolio (Optional)
9. Membership in GIPDs
10. Letters from Outside Evaluators and Collaborators *(not required by central; may be required in your college)*
11. Recommendations

PROMOTION AND TENURE PROCESS

SECTION 1: SUMMARY DATA SHEET

DATE: _____

NAME: _____

EMPLOYEE IDENTIFICATION NUMBER: _____

CURRENT TITLE: _____

HOME DEPARTMENT: _____

COLLEGE: _____

CAMPUS ADDRESS: _____

UA BUILDING: _____ ROOM # _____ PO BOX# _____

SHARED APPOINTMENT: _____
SHARE: FACULTY MEMBER'S BUDGET LINE IS SPLIT BETWEEN TWO OR MORE DEPARTMENTS. INCLUDE APPENDIX A1 CHECKLIST FOR SHARED APPOINTMENTS

TERMINAL DEGREE: _____

MONTH/YEAR OF TERMINAL DEGREE: _____

FINAL YEAR OF TENURE ELIGIBILITY: _____
TE FACULTY ONLY

TITLE FOR WHICH YOU ARE APPLYING: _____

FACULTY TRACK: TENURE ELIGIBLE TENURED NON-TENURE TRACK

REVIEW TYPE: MANDATORY REVIEW EARLY REVIEW 3RD YEAR RETENTION

PROMOTION (P) TO ASSOCIATE RANK WITH TENURE (T)
(VOTES MUST BE SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE)

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

TENURE ONLY, NO PROMOTION IN RANK

FULL PROFESSOR RANK

NON-TENURE ELIGIBLE FACULTY PROMOTION TO ASSOCIATE RANK

NON-TENURE ELIGIBLE FACULTY PROMOTION TO FULL RANK

FACULTY SERVICE ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATE	RANK/TITLE

FACULTY SERVICE AT THE UA

INSTITUTION	DATES	RANK/TITLE

Prepared by Department/Unit Head

Section 2: Workload Assignment

For promotion reviews, you are going to be evaluated on work relative to your workload

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR: [REDACTED]

DEPARTMENT/SCHOOL OF: [REDACTED]

FTE: [REDACTED]

Duties for the period 2011-2012 through 2018-2019 have been distributed as follows:

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Teaching %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Research %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Service/Outreach % <i>Internal and External</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Administrative Service %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Clinical Service %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Extension%	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Other Professional Activities% <i>Name & describe activity</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Clock Delays or Leave(s)*	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total	100%	100%	100%	100%	100%	100%	100%	100%

**Do not include percentages for years in which candidates were on leave without pay and did not have assigned duties, but do*

Section 4: The CV

Follow the CV guidelines precisely

Note: some sections are restricted to accomplishments in rank

- Education
- Employment
- Honors and Awards
- Service/Outreach
- Publications/Creative Activity
- Works in Progress
- Conferences/Scholarly Presentations
- Awarded Grants and Contracts
- List of Collaborators and their Organizational Affiliations

Notice that there is little in Section 4 related to Teaching – *Teaching gets its own section.*

Section 5: Personal Statement

Use no more than 5 pages to tell your story

- Frame what it is that you do, focusing on impact
- Connect the different parts of your workload (e.g., teaching and service; clinician and educator) into one narrative to communicate total impact

- Plus:
 - Make statement readable/free of jargon
 - Avoid highly technical terms if possible
 - Get input from a range of readers
 - Use 11pt font or bigger

Personal Statement: **some ideas**

About Teaching:

How do you...

- organize the curriculum?
- help students learn?
- assess progress?

About Service:

How do you...

- Demonstrate a commitment to outreach, community collaborations and/or business partnerships? (*for those doing **community service***)
- See your work advancing the mission of the unit, college, and/or the UA? (*for those doing **institutional service***)
- See your work contributing to developments and best practices in your field? (*for those doing **professional service***)

Personal Statement: **some more ideas**

About Research

How do you...

- Situate your research within the field?
- Characterize your contributions to understanding and knowledge?
- Connect your research to other areas of your professional life?

About your other professional responsibilities

How do you...

- Characterize your approach to your work?
- Know that you're making the impact you want to make?

Section 6: The Teaching Portfolio

Three main 'parts'...

1) A “Teaching CV”

- List of courses taught and scholarly activities that support teaching
- Teaching awards and grants
- Individual student contacts (i.e., advising, mentoring, internships, faculty advising of clubs, dissertation chair or committee memberships, etc.)
- Additional activities that support teaching (i.e., use of technology, participation in trainings from Office of Instruction and Assessment, etc.)

2) A Teaching Portfolio

- Syllabi, assignments and tests; grading rubrics
- Awards, kudos, nominations for teaching-related recognition
- Any work you've done to improve your teaching (workshops completed through OIA, professional development training, etc.)

Section 6: The Teaching Portfolio

- 3) **Two sets of TCE data (for now – discussions about TCEs are ongoing)**
- TCE Participation History
 - TCE Instructor's Short Comparison Report

For help accessing & interpreting TCEs:
Rebecca Pérez, Assistant Director, Instructional Data in OIA
rperez@email.arizona.edu or 520-626-0536

Rebecca is also available to consult with heads or committees on using ratings in annual and performance reviews

Section 7: Evaluation of Teaching

What you've produced for Section 6 goes to your **promotion review committee**, which in turn produces two things:

- 1) An evaluation of your teaching that...
 - Assesses instructional materials
 - Reviews student assessments of teaching
 - Discusses other instructional contributions
 - Summarizes TCE reports

- 2) An observation of your teaching
 - Consult *Peer Review of Teaching Protocol*, which is available at <http://oia.arizona.edu> and now supports departmental templates

Section 8: Service & Outreach Portfolio

(optional for some, required for those with more than 20% service)

Share information about your public engagements, and use documentation to demonstrate how those have made an impact around...

- Research/creative activity (for public or practitioner audiences; generated collaboratively)
- Instruction (i.e., credit and/or noncredit for nontraditional audiences, community-based and/or media-dispersed)
- Service (i.e., provision of university resources/advice to community or other audiences)
- Commercial activity (tech transfer, copyrights, licensed, etc.)

Consult the UA's **Inclusive View of Scholarship Resources** at <http://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>

Section 8: Service & Outreach Portfolio

(optional for some, required for those with more than 20% service)

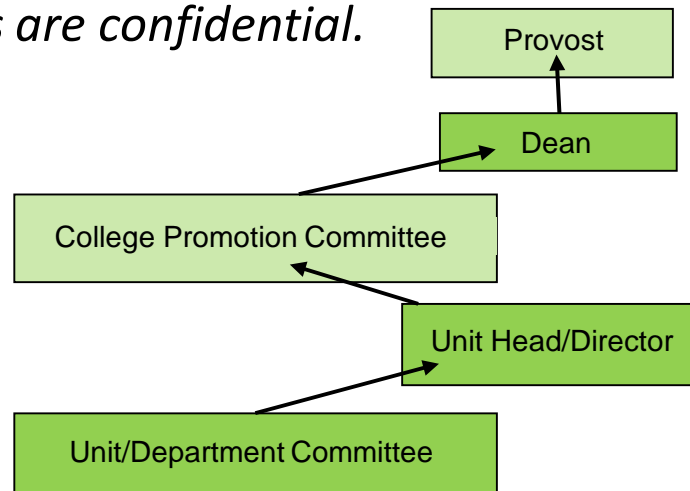
What to Include in a Service Portfolio, con't:

- Technical reports, research studies, and presentations
- Articles for popular publications and instructional materials
- News reports on service contributions
- Letters from community collaborators noting impact
- Letters from university collaborators noting rigor and innovation
- Adoptions of programs and materials by other institutions

Consult the UA's **Inclusive View of Scholarship Resources** at
<http://facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship>

Section 11: The Recommendations

Each UA evaluator stop produces a letter with their recommendation.
Recommendations are confidential.



For those with shared appointments:

- A letter from each shared unit H/D is required
- The department committee should include a member from the shared department

Additional Resources

See <https://facultyaffairs.arizona.edu/content/career-track-faculty> for:

- Guide to Creating or Revising Criteria for Career-Track Faculty
- Template for Creating Criteria for Career-Track Faculty

Discussion

- Have there been discussions of promotion reviews in your unit?
- What have you been told about promotions?
- Are you being given opportunities to discuss promotions during annual reviews?

For Faculty: Getting Advice

Use annual reviews to get as much specific feedback as possible on:

- Your program of work
- Assessments of your teaching
- What to prioritize, and how to budget your time
- Your workload allocation (what percentage of effort goes to different responsibilities)
- Suggestions on areas for improvement
- Promotion timeline

For Heads/Directors: on Advising

Use annual reviews to:

- ❑ Review promotion criteria and expectations
- ❑ Set goals, prioritize commitments, discuss professional development opportunities, and identify areas needing improvement
- ❑ Confirm upcoming workload allocations (what percentage of effort goes to different responsibilities)
- ❑ Discuss how faculty work and contributions fit in to the unit's broader mission, and how faculty might best articulate those contributions

How Do These Procedures and Criteria Align with Your Contributions?

For additional information, please contact the Office of the Vice Provost for Faculty Affairs through Executive Associate to the Vice Provost of Faculty Affairs Asya Roberts at asya@email.arizona.edu