

This *Guide* provides candidates, heads, and mentors with an overview of the procedures for reviews of career-track faculty with lecturer and professor titles. The University has made considerable progress with clarifying promotion criteria and procedures for career-track faculty in the year since the Faculty Senate recommended the change from non-tenure to career-track titles and expanded voting rights to career-track faculty who have been working at the university full time for at least three years. Colleges and departments have reviewed and revised their procedures, and career-track faculty now have a better sense of how to go up for promotion. This *Guide* contributes to these ongoing efforts by providing advice for candidates, reviewers, and administrators. College criteria are available on the Career-Track Faculty page: <http://facultyaffairs.arizona.edu/content/career-track-faculty>.

Career-track professors have more extensive reviews than lecturers. Promotion reviews for senior or principal lecturers are conducted by departmental committees and heads or directors with the approval of their dean, as noted in section 3.3.03 of the *University Handbook for Appointed Personnel* (UHAP). Career-track professors are reviewed by a department committee, a head or director, a college committee, a dean, and the Provost, as noted in UHAP 3.3.03C. College procedures vary. Some colleges require external reviews for career-track professors. In the College of Medicine-Phoenix and College of Medicine-Tucson, professors on the clinical track or with clinical series titles are reviewed only at the department and college levels.

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This *Guide* and related information on career-track reviews are on the Vice Provost's website: <https://facultyaffairs.arizona.edu/content/career-track-faculty>.

The [University Handbook for Appointed Personnel \(UHAP\)](#) provides policies for personnel procedures. Promotion procedures for career-track faculty are covered in UHAP [Chapter 3.3.03](#).

DOSSIER TEMPLATE

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 - Section 2A: COVID-19 Statement
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COVID-19 Context

The global pandemic crisis of COVID-19 has created many challenges for faculty. We offer flexibility in our promotion process in the coming year to help offset any additional stress and burdens of the complex times we are experiencing; we encourage all units and colleges to also be flexible with their deadlines and timelines for submission for promotion review. Following are some updates on changes in the promotion process during 2020-2021 as impacted by the global pandemic.

1. **Deadline extended** for this year's 2020-2021 Career-track promotion dossiers to the university level for review are due **January 15th, 2021**.
2. **A new dossier section [Section 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (OPTIONAL)]** has been added to provide faculty an opportunity to describe the impact of the global pandemic on their workload assignment or trajectory of their scholarly activity, teaching, service, clinical activities, extension activities, or administrative roles. Please see link [here](#) for more details and tips for completing this new section.
3. **Student Course Surveys and Peer Observations during Spring 2020:** Given the unexpected changes in teaching format this semester, the following recommendations are provided:
 - a. It is recommended that new peer observations and Student Course Surveys (SCS) for the Spring 2020 semester were NOT necessary to collect and are NOT required to be used for evaluation purposes. If requested and included by the faculty member surveys and observations from the Spring 2020 semester may be used. Even if faculty requested reviews or surveys they may choose to use them only for their professional development and are not required to include them in the promotion dossier.
4. Career-track promotions do **not** have a mandatory review schedule and do not require clock delays. We encourage faculty and department heads/directors to be compassionate and flexible in considering the best timing to submit for review in light of COVID-19.
5. We are dedicated to improving **Equity** in the promotion process. We will work with review committees, department heads, and deans to consider how the global pandemic may have disproportionately impacted women and minorities. We will be adding new information on this topic into our training for department heads and promotion review committees.

Given growing evidence that COVID-19 has had a disproportionate impact on women, underrepresented ethnic/racial/sexual groups, family caregivers, and those with health risks, we recognize that more than ever it is critical to acknowledge and consider issues of equity, diversity and inclusivity in the review of promotion materials. Moreover, individuals should not be penalized for adjusted work schedules, modified duties, or changes to research and creative momentum due to the extraordinary obstacles to everyday life that have resulted from the pandemic. However, we also acknowledge that unexpected changes in scholarly work, teaching, and service may lead to new and unexpected innovations and breakthroughs that have significant societal impact and which should be viewed in the light of the context of COVID-19, even if they do not follow a traditional pathway. As such, we call on all administrative leaders and review committees to not only recognize and mitigate these concerns, but also to proactively seek opportunities for resource reallocation and infrastructure investments to support the professional development and promotion process for all faculty. Here you can find some recent articles for more details on the gendered impact of COVID-19 as related to research and publishing. These findings are important for review committees to consider:

1. <https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity>
2. <https://www.nature.com/articles/d41586-020-01294-9>
3. <https://www.thelily.com/women-academics-seem-to-be-submitting-fewer-papers-during-coronavirus-never-seen-anything-like-it-says-one-editor/>

4. <https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic>
5. <https://voxeu.org/article/who-doing-new-research-time-covid-19-not-female-economists>
6. <https://www.theguardian.com/education/2020/may/12/womens-research-plummets-during-lockdown-but-articles-from-men-increase>
7. <https://blogs.scientificamerican.com/voices/scientist-mothers-face-extra-challenges-in-the-face-of-covid-19/>

Advice on Preparing Dossiers

Faculty Affairs offers workshops on dossier preparation for candidates of all tracks as well as review committees, department heads, chairs or directors. Please see our link [here](#) for information on upcoming workshops in the next year, as well as materials and resources from previous workshops:

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

Advice on Candidate Statements

The Candidate Statement is an opportunity to detail your scholarly activity, teaching and service. There is no more than five pages allotted for the Candidate Statement. Please see the link [here](#) to review the full power point slides from the Candidate Statement workshop provided by Faculty Affairs.

The Candidate Statement includes an overview of the progress and impact of your scholarly activity, as well as the principles that guide the teaching and service contributions detailed in your Teaching Portfolio and your Service and Outreach Portfolio.

The Candidate Statement is an opportunity to tell the story of your work over your period in rank; as such, it is much more than a laundry list of the activities that are already indicated in the curriculum vitae. However, highlighting certain activities with sufficient explanation and detail will provide evidence and strength to back up broader statements about your work. The statement is an excellent opportunity to position your work within your field or between interdisciplinary fields. As such, clarity about benchmarks and norms in your field or associated fields can help reviewers better understand the quality and quantity of your work. A hallmark of successful statements are those that speak to the “why your work matters (e.g. to the field, department, university, society)” component of your scholarly activity, teaching, and service.

How can you use your Candidate Statement to help reviewers understand your work?

- How can you highlight your achievements in ways to relate them to promotion expectations, especially within your departmental and college criteria?
 - Highlight your most prominent and impactful work, rather than trying to discuss every component of your work in detail.
- How can you relate your research, teaching, and service to the duties in your workload assignment to demonstrate your professional performance?
- How can you use your major achievements to demonstrate the progress and impact of your overall program of work and your professional effectiveness?

How can your statement represent evidence of your teaching excellence?

- What sources of assessment and impact can you provide evidence of to support statements about your pedagogy or teaching impact, such as in-class student feedback, peer observations, TCE/SCS reports, letters from students, or other broader impacts of your teaching on the university, your discipline, or community beyond academia?

- What innovative or evidence-based pedagogical methods have you utilized with success (give examples of success), such as curricular design, modes of instruction, context, management, technology, collaborative learning spaces, experiential learning, service learning, etc.?
- What types of goals (e.g. learning outcomes, student engagement, or interpersonal dynamics) have you prioritized in your teaching and mentoring, and that you can provide examples or evidence of excellence?
- How can you connect your statement to examples of your teaching in your portfolio?

How can you inform specialist reviewers, and also convey the importance of your work to non-specialists?

- How can you set out your program of work to demonstrate its impact?
 - What are the problems, terms, and concepts that will be of most interest to expert readers?
 - How can you help less specialized readers assessment by providing definitions and examples?
 - Can you benchmark the importance of your contributions, perhaps by noting invitations to present your work, the standing of your publication venues, or adoptions of your innovations?
- How can you benchmark the progress and impact of your program of work?
 - How has your research, scholarship and creative work advanced since your dissertation?
 - If you work on research teams or with senior colleagues, how can you demonstrate your independent contributions to those collaborations?
 - Where is your work headed? What will its impact be, and how will you achieve it?

Remember your readers will include non-specialists as well as experts. Your external reviewers may look to your Candidate Statement to help them assess the development and significance of your research and position effectiveness. Your research and scholarship are detailed in your publications so focus on major findings and contributions and refer to your publications for specifics. Remember that most of your internal reviewers will not be specialists in your field. They will generally be more broadly concerned with how your work matters. They may also be interested in the broader impact of your scholarship and other professional contributions. To be effective with such readers, you should avoid overloading sentences with complex terminology. Use your Candidate Statement to discuss the overall program of work that is detailed in your CV.

If research/scholarly activity is a portion of your workload assignment, how can you relate your research and scholarship to your teaching and service to demonstrate your impact?

- Has your research improved your teaching or position effectiveness? For example, have you worked with more graduate students or residents or helped collaborators in new ways?
- How does your work contribute to the missions of your department and the university, for example, through the creation of internships, research opportunities, or partnerships?
- What is the broader social and economic impact of your program of work?
- Could the Service and Outreach Portfolio help you document your leadership and impact that results from your scholarly activity

In addition to discussing your contributions, you may wish to draw on the university's "inclusive view of scholarship/teaching/service" to discuss how your work has had a broader impact. Go to our website to learn more about how to interpret inclusive scholarship, teaching, and service, as well as to find more resources on this topic: <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>

Tips on Creating Teaching Portfolios

Teaching Portfolios are required in all dossiers for candidates with assigned teaching duties. A Teaching Portfolio is a collection of carefully selected instructional materials to support the discussion of teaching in the Candidate Statement. You may also want to refer to pedagogical research to show how your teaching is informed by best

practices in the field. You should include a selection of instructional materials from a range of classes to document instructional innovations, curricular designs, and outcomes assessments. A downloadable template for documenting course information can be found [here](#). Additionally, by providing information about specific course goals, and student populations in your Teaching Portfolio, you can provide reviewers with a better sense of the contexts in which you teach.

A full list of possible materials is included in the [Promotion Dossier Template](#).

- The University of Arizona’s Office of Instructional Assessment has many resources at the following weblinks:
 - Teaching (<https://oia.arizona.edu/content/7>)
 - Webinars & Classes (<https://oia.arizona.edu/content/8>)
- [Brown University’s Teaching Portfolio by Hannelore B. Rodriguez-Farrar](#)
- University Center for the Advancement of Teaching at Ohio State University’s Teaching Portfolio Resources: <http://ucat.osu.edu/read/teaching-portfolio>
- The University of California, Berkeley provides detailed advice on each aspect of the teaching portfolio. <https://career.berkeley.edu/PhDs/PhDportfolio>
- [How to Write a Statement of Teaching Philosophy](#) by The Chronicle of Higher Education
- Rubric for Evaluating Teaching Portfolios from the University of Indiana: http://medsci.indiana.edu/m620/sotl_08/teaching_portfolio_rubric.pdf

In addition to discussion of their teaching outcomes and description of evidence in the Candidate Statement, candidates should include a **teaching philosophy** statement in the Teaching Portfolio. The teaching philosophy is distinct because it is less focused on demonstrating evidence of excellence and rather allows the candidate to focus more on their philosophical approach to pedagogy and how that informs the development of their classes. In this section faculty may choose to clarify how they use evidence-based approaches to developing syllabi, classroom activities, or evaluation of students. In this section faculty may describe how their classes link to the broader curriculum and education of student within a discipline or for specific future jobs or advanced study. In particular, this section may include additional information about strategies to implement collaborative learning space activities, technological advances, experiential learning, community-engaged activities, service-learning activities, on-line activities or other pedagogical innovations. To find more information on how a teaching philosophy is unique from the Candidate Statement, see this link from the Chronicle of Higher Education that describes the intent of the teaching philosophy statement: <https://www.chronicle.com/article/How-to-Write-a-Statement-of/45133>. Candidates may choose to include peer observations completed prior to the promotion review.

Tips to Use Service and Outreach Portfolios to Document Impact

If service and outreach duties make up a significant portion of your assigned duties, you should submit Section 8: The Portfolio to Document Leadership in Service and Outreach. This portfolio provides an opportunity to document the scope, quality, and impact of your contributions in areas of service or outreach beyond the traditional academic community. This section may include description and evidence of community and economic impact. This portfolio can also be used to document administrative service. One example of administrative impact may be shown through the development of new programs and initiatives, by including not only a description, as well as evidence of growth and impact. Given that this section is a portfolio it is common that candidates will provide examples of their work in this area. Candidates should consult our [resource page](#) on the scholarship of engagement.

This is the appropriate section to provide documentation, evidence, and evaluation of administrative leadership contributions. This section may also provide elaboration and demonstration of impact of service, outreach, or administrative activities. See the link [here](#) for a brief, not exhaustive, list of types of materials that are well-suited to include in this section.

A template letter is provided in Appendix E for requesting letters to document your collaborations with business or community partners, including schools, other state agencies, or collaborators on commercialization activities and tech transfer.

Tips on Documentation of Scholarly Activity

For those faculty who have research/scholarly activity as a portion of their workload, they will need to document the extent, quality and impact of their scholarly activity. Each discipline has their own norms to represent scholarly activity; thus, the first step for candidates is to work closely with mentors within their department and mentors across the nation/globe within their field.

Publications

We strongly encourage candidates to clearly distinguish between work that is already published, work that is currently in press, work that is under review, and work that is in progress (not submitted yet). We encourage everyone to read and follow the advice from the following websites:

- Inside Higher Education: <https://www.insidehighered.com/advice/2012/12/03/essay-how-list-scholarship-hasnt-been-published-yet>
- National Institutes of Health, which can be found here: <https://www.ncbi.nlm.nih.gov/books/NBK7240/>

A specific and relevant definition on forthcoming material and in press is provided here for clarity:

“Forthcoming material consists of journal articles or books accepted for publication but not yet published. "Forthcoming" has replaced the former "in press" because changes in the publishing industry make the latter term obsolete.

Do not include as forthcoming those articles that have been submitted for publication but have not yet been accepted for publication. Note that some publishers will not accept references to any form of unpublished items in a reference list.”

Grants

We strongly encourage candidates to clearly distinguish between grants that are currently funded, previously funded, currently under review, or previously submitted. We encourage candidates to clarify the following information when reporting grants: type of grant (internal or external), source of funding, candidates role (e.g. Principal Investigator, Co-Investigator or Consultant), as well as % effort on the grant, direct and indirect funding totals, and title of the grant.

Directions on Dossiers

The Office of the Provost typically evaluates 50 or more career-track dossiers, including career-track faculty transitioning from lecturer to a professorial track. Every dossier is read by over twenty reviewers, including external reviewers, departmental and college committees, and heads and deans. To avoid time-consuming problems, Promotion Dossiers must follow the Dossier Template and established procedures. Dossiers are returned to departments when required formats and procedures are not followed. **As noted in the [Most Common Problems](#) section, most problems arise from using workload descriptions to praise contributions and enlisting collaborators to serve as reviewers. When heads have coauthored with candidates, a surrogate head should be solicited, and the head should submit a collaborator letter, which comes right after external reviews in dossiers and has a comparable impact on all subsequent reviews.**

Candidates are responsible for following procedures and submitting materials in a timely manner. If a dean or college committee determines a dossier is missing essential elements, the evaluation process may be halted until materials are secured. In some circumstances, a dean may choose to reinstate the department-level review. While these steps may be taken when candidates have not provided required information, candidates are responsible for submitting complete dossiers by deadlines.

The Dossier Template provides checklists of requirements to divide the sections of Promotion Dossiers. The checklists note the items to be reviewed in each section, and thereby help to ensure consistency and completeness in Dossiers. The checklists also help to save time in each level of the review process.

Section 1: Summary Data Sheet

This sheet helps to ensure that reviews follow the appropriate procedures for the candidate's track.

Section 2: Summary of Candidate's Workload Assignment

This one-page form is filled out by heads to provide specifics on assigned duties. It should not praise contributions. It should specify what a figure such as "40% teaching" generally entails in the candidate's unit.

If the candidate's duties have changed over the time in rank, the changes should be specified.

Workload assignments should note shared appointments. *Shared appointments* are defined as those where candidates' budget lines are split between two or more units. The Promotion Dossiers for split appointments should include the *Checklist for Shared Appointments* ([Appendix A](#)). This form helps to ensure that the heads of the units and the individuals all agree upon the terms of the appointment, including the teaching load, service expectations, and the constitution of the peer-review committee. For candidates with shared appointments, department heads may collaborate on a single recommendation letter, or they may decide to submit separate recommendations.

Section 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (OPTIONAL)

This is an optional one-page narrative completed by the candidate to document any changes to their workload or activities as a result of COVID-19 beginning in Spring 2020.

Tips on [Section 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 \(OPTIONAL\)](#): Candidates may consider using this section to describe or document how the global pandemic has impacted any of their activities. This one-page narrative section is optional. It is open-ended so that candidates can best address their own unique situation to provide additional considerations on the impact of COVID-19. We recommend focusing on how the pandemic impacted any activities identified within your workload assignment. Information of relevance to reviewers that may provide additional understanding to review their curriculum vitae, teaching portfolio, or service portfolio. Additional information that may be useful to reviewers may include slowdown in research due to lab access, data collection with human subjects, lack of access to work with collaborators impacted by the virus, abrupt changes in workload expectations, challenges with remote teaching, or abrupt changes in research topics or directions as a result of COVID-19.

Section 3: Departmental and College Promotion Guidelines

Include a one-page summary following [Appendix B](#) format.

Section 4: Curriculum Vitae and List of Collaborators

The List of Collaborators should include all individuals who have collaborated with the candidate within the sixty months preceding the submission of the dossier. Such collaborations include coauthoring books, articles, abstracts, papers, or grant proposals or coediting journals, compendia, or conference proceedings. If the candidate has not collaborated with anyone in the last five years, simply note that fact in the list.

- Publications should be listed in chronological order.
- Place an * to the left of the title of publications substantially based on work done as a graduate student.
- Page numbers and all other publication data should be included.
- For foreign publications, provide English translations of titles.

- Peer-reviewed publications should be distinguished from proceedings and other publications.
- Scholarly presentations should be limited to period in rank.
- Distinguish invited from submitted presentations.
- List only pending or funded grants during the period in rank.
- Grants should be organized according to source of funding (federal, industry, foundations).
- Check the list of collaborators to ensure it is accurate.

Meaning of “Limit to period in current rank or last five years in current rank.”

If assistant or associate rank with *less than five-years*, please include information limited to period in current rank. If assistant or associate rank with *more than five-years*, please include information from the last five-years in current rank. (This statement is also in Section 6 and 8 dossier template instructions.)

Section 5: Candidate Statement

Candidate Statements vary across disciplines and types of positions. The candidate statement should focus on telling the story of the candidate’s key accomplishments and evidence of excellence in all areas of their workload assignment.

Section 6: Teaching Portfolio

Candidates are responsible to provide information and supporting documentation on their teaching and advising. Syllabi, assignments, and other supporting documentation are for reviews by departmental committees and heads. **These instructional materials will not be forwarded for college or University reviews.**

Section 7: Peer Observation and Nomination for Provost Award

It is preferred for a member of the departmental review committee to conduct at least one peer observation of teaching during the year before or semester of the promotion review. Observations of teaching for candidates undergoing a promotion review will use the Classroom Observation Tool from the Office of Instruction and Assessment (OIA). Please include the report and letter from the classroom observation conducted for promotion review in this section. For assistance with peer observations, please contact Dr. Ingrid Novodvorsky in the Office of Instruction and Assessment: novod@arizona.edu. It is recommended that units choose 10 items (out of the 82 possible) to guide the observation; the unit may choose the items based on the specific course or overall unit teaching philosophy. A pre-observation meeting can be conducted with the candidate. There is no need to meet with the candidate after completing the observation for the promotion review.

Please note that this is NOT required for the Spring 2020 semester due to disruption of teaching and evaluation as a result of COVID-19.

Section 8: Portfolio to Document Leadership in Service and Outreach

This section should be used by candidates whose outreach and service duties are a major part of their assigned duties. The Leadership Portfolio has two parts: an Overview of the candidate’s service or outreach efforts and Supplementary Documentation that provides evidence and assessments of the candidate’s impact. The Overview is forwarded for reviews at the college and university levels, while the Supplementary Documentation is for departmental reviews and will not generally be forwarded for subsequent reviews. Candidates who have significant service and outreach duties may request that external reviewers receive their portfolios. Collaborator letters should be included after external review letters.

For guidance on preparing these portfolios, candidates should consult our resource page on the scholarship of engagement: <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>.

Section 9: Membership in Graduate Interdisciplinary Programs

Reviews of candidates who are actively contributing in Graduate Interdisciplinary Programs and other interdisciplinary units should follow the *Guidelines for Acknowledgment and Evaluation of Faculty Participation*

in *GIDPS and Other Interdisciplinary Units* ([Appendix C](#)). Candidates should discuss their interdisciplinary contributions in their Candidate Statement.

Section 10: Letters from Independent External Reviewers and Collaborators

It is strongly suggested that career-track promotion dossier submissions include internal reviewers of the dossier who are outside of the department for all levels of review. Some reviews may also include reviewers who are external to the university. External reviewer letters must be from independent, outside or internal evaluators who are not collaborators of the candidate and not from faculty in the same department as the candidate. Collaborators are defined as individuals who have coauthored books, articles, abstracts, or grant proposals within the five years before the submission of a dossier. Collaborators also include individuals who have been a candidate's dissertation advisor, supervisor, or close coworker in a lab, department, or residency program, even if this relationship occurred more than five years prior to the review. To ensure the independence of outside reviews, candidate may not influence or attempt to influence the assessments of outside evaluators.

All communications with external reviewers should be fully documented. A sample letter to external reviewers is included as [Appendix D](#). **Heads should not deviate from the exact wording of the sample letter only with the permission of their dean, and substantive changes must be approved by the Office of the Provost.** While candidates should suggest evaluators to their head, **no more than half of the evaluators can come from these suggestions.** If the candidate suggests the same reviewer as the head or committee, the reviewer should be counted as being from the candidate.

As with the provisions used by NSF and other groups to ensure the impartiality of reviews, collaborators are defined as individuals who have coauthored books, articles, abstracts, or grant proposals within the last five years. Collaborators also include individuals who have been a candidate's dissertation advisor, supervisor, or close coworker in a lab, department, or residency program, even if this occurred more than five years prior to the review.

Committee members or administrators who have coauthored substantial publications or grants with a candidate should recuse themselves to avoid raising concerns about their impartiality. Rather than serving on review committees or in administrative roles, collaborators should provide a separate letter that describes the independent contributions of the candidate. Questions about this matter should be directed to the Vice Provost for Faculty Affairs.

Section 11: Internal Evaluations for Promotion

Administrators and committee members should not have collaborated with the candidate in a **substantial and ongoing** way. In such occurrences, they should recuse themselves and, in the case of a department head, appoint a surrogate head. If recusing committee members is not feasible, for example because of the size of the department, the committee letters must address the concerns about the independence of the collaborators. If these concerns are not addressed, Dossiers may be returned to departments to provide committees with the opportunity to do so. If the candidate is active in a GIDP, an evaluation from the GIDP Chair should be included in Section 8. The positive and negative comments of the outside reviewers should be fairly and fully represented in the letters of the departmental committee and/or department head.

Avoiding the Most Common Problems in Dossiers

When procedures are not followed, Dossiers have to be returned to departments to repeat the reviews at each level in the process. **Four problems result in most of the returns of Career-Track Dossiers to departments.** All Dossiers should be reviewed to check on these problems to avoid delays.

1. **Does the Workload Assignment describe the candidate's duties in non-evaluative terms that provide adequate details on the candidate's teaching load and any split appointments?** As the first document in the dossier, the Workload Assignment provides the baseline for reviewers to make independent assessments of candidates' achievements, so the workload description should be an objective description of expectations for the percentage workload allotted in each section. It should NOT praise the candidates' contributions. While a position description should not use evaluative terms, it should provide enough detail to clarify how many courses are expected or what typical duties are included in the appointment for the unit.

2. **Is a recent teaching observation included in Section 7 using the Classroom Observation Tool through Office of Instruction and Assessment (OIA)?** Section 7 only requires the Peer Observation and optional nomination memo for the Provost Award. A recent teaching observation using the [Classroom Observation Tool](#) should be included in section seven of the dossier, preferable conducted by a review committee member at the department or unit. An observation of the candidate's teaching is particularly important with unusual teaching assignment such as team-taught classes or residencies.

a. **Is there a sufficient discussion and analysis of the teaching portfolio?** There is no longer a requirement of a separate teaching evaluation memo in Section 7. It is expected that an in-depth evaluation and analysis of the multiple components of the teaching portfolio will be included in the departmental committee report in Section 11. If the portion of the report on teaching is too brief and does not address teaching in a holistic manner represented by multiple components, the packet will be returned to the departmental committee for revision and re-review at all internal levels.

3. **It is strongly suggested that career-track promotion dossier submissions include internal reviewers of the dossier who are outside of the department for all levels of review. Some reviews may also include reviewers who are external to the university. In those cases, it is imperative to consider the following issues.**

a. **Were no more than half of the external reviewers suggested by the candidate, and did the process follow the prescribed procedures, including the required letter template?** No more than half of the reviewers can come from the candidate's suggestions. Each step in the process should be documented using the checklist in the Dossier Template. Any changes in the letter to reviewers must be approved by the Provost's Office.

b. **Were any coauthors and collaborators of candidates included such as internal reviewers, external reviewers, committee members, or administrators?** The University looks to external reviewers to provide an independent assessment, and their impartiality is called into question when they have collaborated with a candidate. Collaborators should not serve as external or internal reviewers. Questions about the independence of reviewers can lead to Dossiers being returned to departments and colleges.

c. **Are there sufficient independent external review letters according to the promotion criteria of the unit or college?** A search of the dossier materials in electronic form (PDF) is necessary to ensure that all requested and solicited letters from outside reviewers are truly independent from the candidate. If it is found that outside reviewers are close friends, former co-workers, mentors, mentees of the candidate, then they will not be considered as external reviewers. If letters are deemed to not be independent and the total is less than three, then additional independent letters must be solicited to continue with the internal review of the dossier.

4. **Is the department head/chair/director a collaborator? Have they been involved with soliciting external reviewers or creating the departmental committee?** Deans and delegated Associate Deans can appoint a

surrogate outside of the department to conduct the review to mitigate any issues of mentoring, internal collaborations, or questions of maintaining a balanced process. **When heads have coauthored or collaborated on grants with candidates, a surrogate head must be solicited**, and the head may choose to submit a collaborator letter.

Promotion Policies

Yearly Promotion Review Schedule

- ***Career-Track Dossiers are due to the Office of the Provost on or before January 15, 2021***; however, departments and colleges may deviate from the other dates suggested in this schedule.
- **When Dossiers are forwarded from the administrating head or director to the college *and* from the college dean or unit administrator to the university-level, candidates must be notified of the recommendation that is being made.**

Action	Point Person	Due Date
Candidates are notified of their upcoming review	Department Head/Director	February - April
Annual Workshops: Instructions on the Process and Preparation of Dossiers for Promotion	Vice Provost	January – March every year
Final Preparation of Dossier by Candidate	Candidate	April - June
Candidate provides list of potential External Evaluators to Department Head or Director	Department Head/Director	May - June
Candidate delivers dossier to Department	Department Head/Director	May – July
Letters requesting review are sent to External Evaluators	Department Head, Director, or Committee Chair	By mid-July
Departmental Committee review, letter written and added to dossier	Departmental Committee Chair	By mid-September
Department Head or Director review, letter written and added to dossier	Department Head/Director	September 15 th – 30 th
Dossier delivered to Dean’s Office	Dean	October 1 st
College Committee review, letter written and added to dossier	Chair of College Committee	By mid-November
Dean’s review, letter written and added to dossier	Dean	November - January
Dossiers due in the Office of the Provost	Vice Provost	January 15th
Provost’s letters of decision sent to candidates	University Coordinator, Colleges and Departments	May 14 th

The University's Inclusive View of Scholarship

Candidates and reviewers should consider UA's "inclusive view of scholarship." Our University promotion criteria recognize that research enriches teaching, service, and outreach in ways that are vital to our mission as a student-centered land-grant university:

The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. 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.

Our inclusive view of scholarship has taken on new significance with the university's transition to becoming a Hispanic Serving Institution, and an established American Indian and Alaska Native-Serving Institution as Provost Folks notes:

Our inclusive view of scholarship has taken on new meaning now that we have become an Hispanic Serving institution (HSI). . . . Our integrated vision of research, outreach, and teaching has helped us recognize faculty contributions to our 100% student engagement initiative, our expansion of online and global offerings, and our wide-ranging outreach and bridge programs. . . . As we take up the work of being a HSI and AINSI, we need to ensure that we recognize HSI/AINSI -related activities in teaching, outreach, and research in our promotion reviews.

Our inclusive view of scholarship is particularly useful with assessing the leadership and impact of instructional faculty who do not have assigned research duties. The "scholarship of teaching" provides a framework for assessing teaching as a research-based practice that can help candidates and reviewers consider teaching innovations as applied forms of scholarship. Models for this approach are available on the University's "inclusive view of scholarship" webpage: <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>

Evaluation of Teaching

Committees should take a holistic perspective that considers multiple aspects of the candidate's Teaching Portfolios, their teaching observations, their assessments of Teacher-Course Evaluations (TCEs), and their responses to candidates' self-assessments of their teaching. The University uses this multimodal assessment of teaching to avoid an excessive reliance on TCEs because research shows that student evaluations can be biased by faculty members' gender, ethnicity, national origin, disability, and sexual orientation and identity as well as by a range of extraneous factors such as the modality or type of course.

For further information, see Linse's ["Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees"](#) (2017). Research on student evaluations underlines the fact that they are not measures of student learning but student perceptions of instructors' effectiveness. As such, they can be useful data to consider as part of a multimodal peer review of teaching. To conduct teaching observations, committee use the OIA's [Classroom Observation Tool](#).

Policies on Promotion Review Committees

Each college and department must have a standing committee to advise the dean and department head.

- Career-track promotion committees may include faculty from other tracks, as noted in UHAP 3.3.03.A, but **career-track faculty should generally be a majority of the members of the committee**. At least three faculty members must serve on the committee to conduct the promotion review.
- **All committee members and external reviewers must have a rank superior to the candidate**. When reviewing candidates for promotion to full, committee members and reviewers must be at the full rank.

- **Committee members or administrators who have coauthored substantial publications or grants with a candidate within the last five years should generally recuse themselves** to avoid raising questions about the independence of reviews. If recusing committee members is not feasible, for example because of the size of the department, the committee must address the concerns about conflicts of interest in its letter.
- **Individuals who serve concurrently** on departmental, college and/or University promotion committees must recuse themselves from voting on any case they provided a vote in an earlier committee.
- **Review committees' assessments are to be independent of the administrators** whom they advise. Standing committees normally will meet without the administrator whom they advise, as noted in UHAP.

As required in UHAP, review committees should begin their deliberations by reviewing department and college promotion criteria for research, teaching, and service and outreach. Committees should also review these standards at the end of the process and suggest revisions to their administrators. This requirement is important for career-track committees because of recent University changes in career-track promotion reviews.

Departments that do not have criteria for reviews of career-track lecturers and professors may use their college criteria, the University's optional promotion criteria for lecturers and professors, or create their own criteria and arrange for departmental review, vote and approval by the dean and provost before the review. All approved criteria and resources are available on the Career-Track Promotion page: <https://facultyaffairs.arizona.edu/content/career-track-faculty>.

Additions to Dossiers

On *rare occasions*, information on a candidate's work becomes available during the review process. For example, a candidate receives an award, grant or publication. Such information may be added using these procedures:

1. Candidates notify a committee chair, head or other administrators of a recent development.
2. The administrator or committee chair decides that the information is significant enough to be added to the dossier.
3. The candidate is informed that the materials will be added.
4. ***The expanded dossier must be re-reviewed by all levels.***
5. If the additional materials consist of factual information that might be deleterious to the candidate's case, the candidate must be given the opportunity to add a response to the dossier.
6. If the dossier is under review by the Office of the Provost, a request to amend the dossier must be received no later than March 1st, 2021 unless the request comes from the University P&T or Continuing Status committee. After March 1st, 2021 reassessments of dossiers will only be made for exceptional achievements and not for the acceptance of a single article or grant, *especially if such work is already listed in candidates' CVs as being a work in progress or under review.*

Notification to Candidates on Promotion Recommendations

As required by UHAP, heads and deans will inform candidates in writing of recommendations on promotions when dossiers are forwarded to the next level for review. Notifications only have the recommendation of the administrator (head, director or dean) and not of the external or internal reviewers or committees.

Recognizing Candidates' Interdisciplinary Collaborations

As noted in the University Handbook for Appointed Personnel criteria for promotion in [3.3.03](#), "the University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews." The University's commitment to interdisciplinary collaborations was reinforced in 2014-15 by a series of Heads Up forums on improving support for faculty with multidisciplinary appointments in annual and promotion reviews. To help ensure that such collaborations are fully

acknowledged in promotion reviews, Promotion Dossiers include several elements to document candidates' collaborative contributions and enable committees to assess them:

- Shared appointments (those involving a split FTE) are to be acknowledged in the Summary Data Sheet in [Section 1](#) and in [Section 4](#) on the candidate's curriculum vitae.
- Such appointments are to be detailed by heads of both departments in [Appendix A](#): Checklist for Shared Appointments, which is also to be used in drawing up such appointments.
- [Appendix C](#) should be used to acknowledge and evaluate faculty involvement in Graduate Interdisciplinary Programs and other interdisciplinary units such as the BIO5 Institute.
- If a candidate is involved in a GIDP or other interdisciplinary unit, an evaluation letter should be solicited from the GIDP chairperson or unit director and included in [Section 9](#), and the departmental review committee should note and evaluate the candidate's interdisciplinary contributions.
- The departmental review committee for a candidate with a shared appointment must include at least one member from the cooperating department. Outside committee members should also be included from GIDPs or other interdisciplinary units if a candidate's research, teaching, and service have a strong interdisciplinary component ([Appendix C](#)).
- Department heads for shared appointments may collaborate upon a single letter, or letters may be submitted by both department heads.

Considering Findings of Professional Misconduct

The policies governing promotion are set out in [University Handbook on Appointed Personnel \(UHAP\) 3.3.03.B](#). Those policies specify that

the University expects the highest standards of professional conduct, as detailed in the Statement on Professional Conduct in UHAP [7.01.01](#). This Statement sets out the expectation that faculty will uphold scholarly standards, maintain intellectual honesty, and 'respect the dignity of others,' including their 'right to express differing opinions.' In assessing professional conduct, reviewers may consider documented violations of other University's policies, such as those on Research Integrity, Nondiscrimination and Anti-Harassment, Misuse of University Assets, and Workplace Violence.

As noted in the UHAP [3.3.03.B](#), reviewers may decide to consider annual reviews when reviewing candidates who have been reprimanded for professional misconduct. If annual reviews are considered, then consideration should also be given to any written response or appeal that may have been submitted by the faculty member.

Promotion committee members, department heads, and deans should understand that the UHAP provisions on considering professional misconduct clearly distinguish general concerns about candidate's collegiality from violations of university policies and reprimands for behaviors that directly affect candidates' teaching, research and service. As noted in the American Association of University Professors' [On Collegiality as a Criterion in Evaluations](#), "collegiality is not a distinct capacity to be assessed independently of the traditional triumvirate of teaching, scholarship, and service. It is rather a quality whose value is expressed in the successful execution of these three functions." Violations of professional conduct should be assessed against how they affect a candidate's effectiveness in working with students, fellow researchers, and external and internal collaborators to achieve the goals set out in their assigned duties.

Questions on this policy and related procedures should be address to Asya Roberts in the Provost's Office at 626-0202 or asya@arizona.edu.

Clinical-Track Faculty Promotions

Provisions in UHAP [Chapter 3.3.03](#) were made for promotion reviews of faculty in the Colleges of Medicine in Tucson and Phoenix with clinical series and clinical scholar titles. These provisions are being used on a provision basis pending final approval from the President. Such clinical faculty use a Clinical Dossier Template that aligns with their

clinical duties. Clinical faculty reviews include reviews by departmental committees, heads, college committees, and the appropriate dean. Appeals of deans' decisions may be made to the Senior Vice President for Health Sciences.

Questions on these provisions should be directed to Associate Dean Kenneth Knox at the College of Medicine, Phoenix (knox@arizona.edu) or Deputy Dean Judy Dimarco in the College of Medicine, Tucson (jdimarco@arizona.edu).