

2021 ANNUAL WORKSHOP FOR CAREER TRACK FACULTY

Preparing the Promotion Dossier

Monday, February 15, 2021



Introductions

Andrea Romero, Vice Provost for Faculty Affairs

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Pharmaceutical Sciences

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Agenda

- Introductions
- Background and Context
- The Promotion Review Process
 - Career-track
- The Promotion Dossier
- Evaluation of Teaching
- Tips and Strategies



Spring 2021 Workshops & Handouts

- Making a Statement for Promotion Workshop
 - Teaching & Service Portfolios that Document Impact, Innovation and Leadership
 - Promotion Dossier Templates and Instructions (updated by mid March for 2021-22): <https://facultyaffairs.arizona.edu/promotion-dossier-templates>
 - Promotion and Career-track Faculty Information and Resources: <https://facultyaffairs.arizona.edu/career-track-faculty>
 - See our website for information for all things faculty related: <https://facultyaffairs.arizona.edu/>
 - Resources for faculty: <https://facultyaffairs.arizona.edu/about-faculty-resources>
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Career-Track Faculty Focus

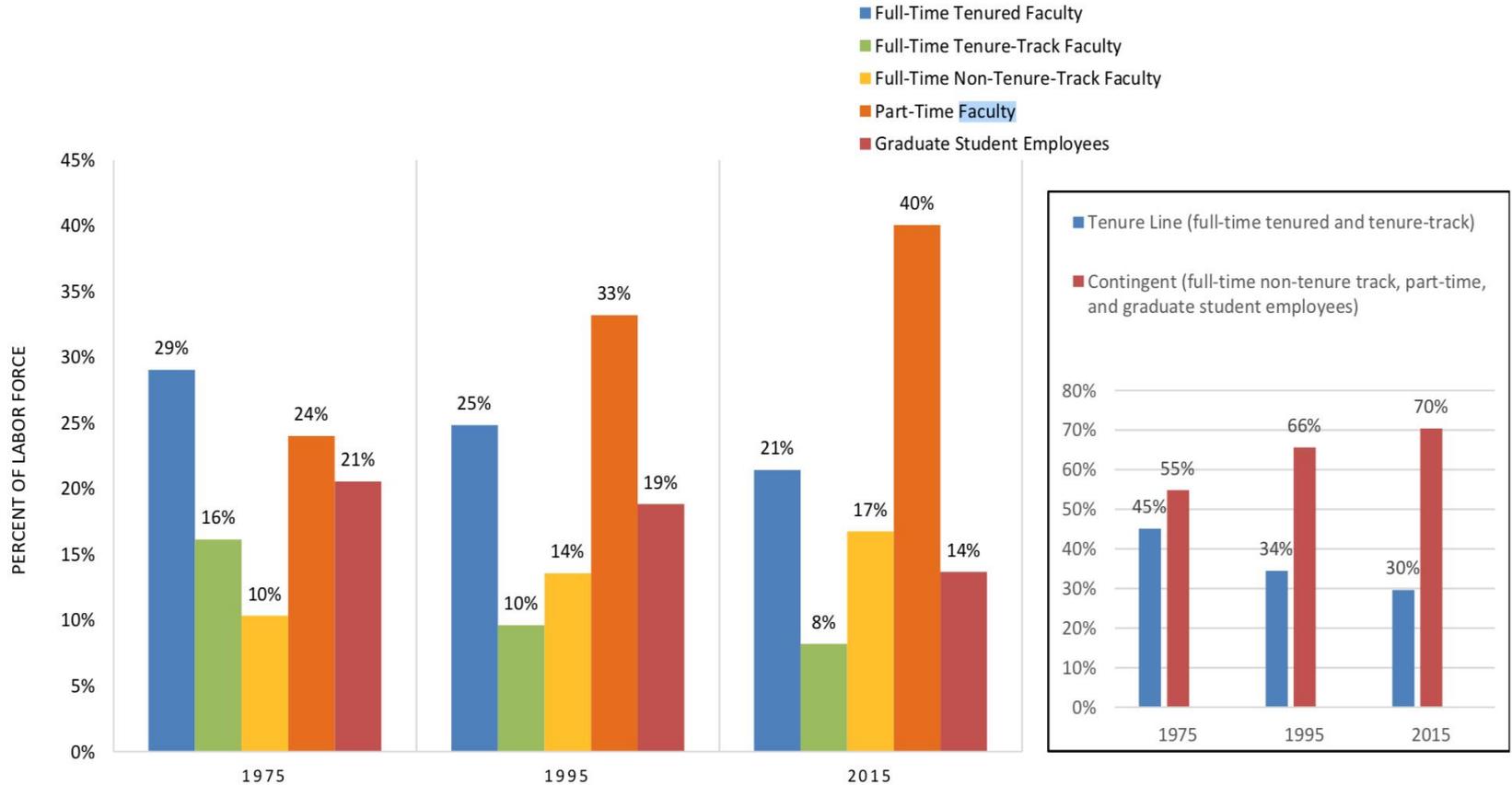
- **Promotion Workshop: Preparing for Promotion on the Career Track**
 - The workshop will provide an overview of the promotion review process for *career-track faculty candidates only*. We will review the parts of the dossier and the best practices candidates can document their innovation in the dossier. To get the most out of the workshop, participants should download and review our [Guide to Career-Track Promotion](#) and the Promotion Dossier template for Career Track.
- Career-track Faculty Community: **Panel of Career-track Faculty – April 2021 – date/time - TBA.**
- See our website for upcoming workshops on promotion and recordings of previous workshops: <https://facultyaffairs.arizona.edu/promotion-workshops>

**Review of Career-track Current Policy
can be viewed at LiveChat with Liesl
February 11, 2021**

<https://provost.arizona.edu/content/provost-forum>



Trends in The Academic Labor Force, 1975-2015



AAUP Recs for Minimum Standards for Contingent Faculty

- Description of duties
 - Regular evaluations
 - Compensation and promotion based on duties
 - Timely notice of non-reappointment
 - Enduring conditions necessary to perform assigned duties
 - Inclusion in department and institutional governance
 - Consideration for full-time employment if part-time
- 

UArizona Stats

- **3,716 Faculty**
 - **117 multi-year career-track (3%)**
 - **876 career-track (24%)**
 - 902 adjunct/visiting
 - 195 continuing-track
 - 47 continuing eligible
 - 1619 tenure-track
 - 384 tenure-eligible
- **2,084 hires in past five years**
 - **19 multi-year**
 - **155 career-track**
 - 1,476 adjunct/visiting
 - 45 continuing track
 - 404 tenure-track

UHAP Definitions

Career-track is a term used for professors, lecturers, instructors, and other faculty members in non-tenure-eligible positions that **do not have *adjunct or visiting*** in their title and are expected to continue from year to year.

- *Expectation of annual renewal and an annual performance review*
- *Have a benefits-eligible appointment to be designated as career-track*
- *Most titles have a pathway for promotion.*
 - Units must have procedures for career-track promotion that are approved by the Provost.
 - <https://facultyaffairs.arizona.edu/career-track-faculty-resources>

UHAP [Chapter 3](#): Personnel Policies and Procedures for Faculty include career-track faculty

- Chapter 3.1 Duties & appointments
 - Chapter 3.2 Annual Performance Reviews
 - Chapter 3.3. Promotion and Tenure
 - Chapter 3.4 Suspensions and Terminations of Faculty
- 

Career-track Faculty Titles in UHAP

- **Lecturer**
 - *Primary responsibility is teaching undergraduate or clinical courses.*
- **Clinical Professor**
 - *Their primary responsibilities include teaching or managing students in the practice requirements of their degree programs in a manner that advances the educational mission of the University in a significant or substantial way.*
- **Research Professor**
 - *Primary responsibilities of such employees are to engage in, be responsible for, or oversee a significant area of research or scholarship in a manner that advances the mission of the University in a significant and substantial way.*
- **Professor of Practice**
 - *Established themselves by expertise, achievements, and reputation over a sustained period of time to be distinguished professionals in an area of practice or discipline.*
 - *The primary responsibilities of this position are teaching courses, including seminars and independent studies, to undergraduates and graduate students in a manner that advances the educational mission of the university in a significant or substantial way*
- **Instructor:**
 - *Primary responsibility is teaching undergraduate or clinical course. No promotion pathway.*

Track Transfers

- **From Instructor to Lecturer**

- Appointments as instructor are generally made to career-track faculty whose workload is limited to teaching in a particular area.

- **From Lecturer to Assistant Professor of Practice**

- Lecturers have more limited duties, generally teaching specified lower-division or clinical courses.
- Consequently, a transition from a lecturer to a career-track professor position must be “justified by increased responsibilities such as expanded teaching or supervisory duties,” provided their annual performance reviews under Section 3.2 meet the criteria in Section 3.3.03.b. Such appointments are to be made following standard procedures.



Timing for Promotion

- **UHAP**

- No minimum timeline for lecturers
- Assistant to Associate minimum 3 years
- Associate to Full at any time

- **Varies by College and unit**

- Some have minimum requirements that differ
- College criteria and processes, including timelines, are available on the Vice Provost for Faculty Affairs website:
<https://facultyaffairs.arizona.edu/content/career-track-faculty>
- **Discuss with your unit head at annual review**
- **Discuss with mentors**
- **Discuss with Faculty Affairs at college and university levels**



Promotion Policy and Faculty Affairs Resources

- **University Handbook for Appointed Personnel (UHAP)**
 - Career-Track
 - [Chapter 3.3.03](#)
- **Faculty Affairs Website Resources**
 - <https://facultyaffairs.arizona.edu/content/about-promotion>
 - Inclusive View of Scholarship
 - Guide to Promotion
 - Promotion Clock
 - Promotion Criteria
 - Continuing Status & Promotion
 - Promotion & Tenure
 - Promotion and Career-track Faculty
 - Promotion Workshops

The Promotion Review Process



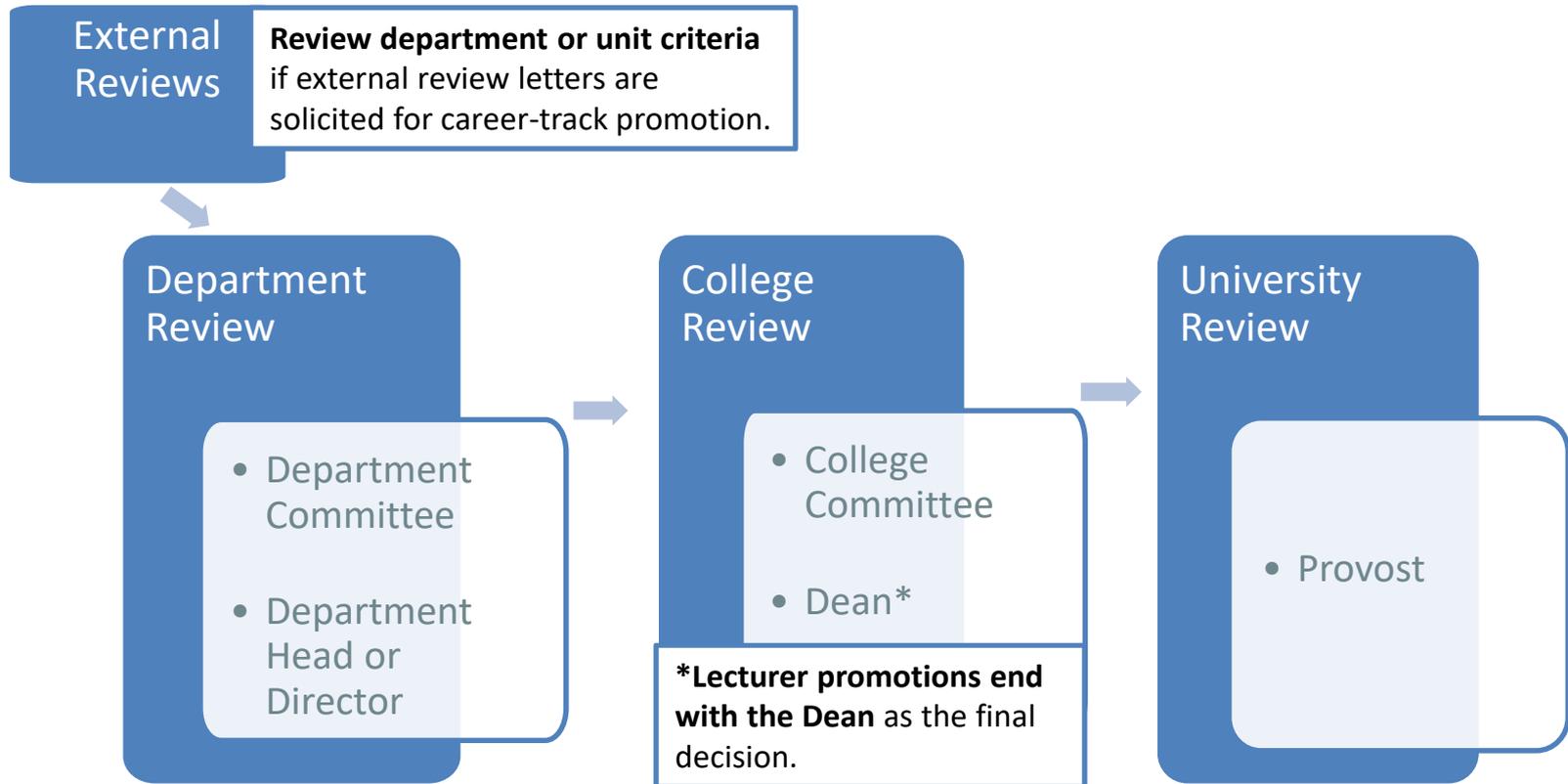
The Promotion Process for Candidates

- **Meet with Department Head Spring before**
 - Confirm and discuss first page, workload page
 - Share candidate's list of external reviewers or those not to be contacted
 - Agree on deadline for submission of materials
- **Attend Promotion Workshops**
- **Prepare Dossier**
 - CV
 - Candidate Statement
 - Teaching Materials
 - Additional materials for department head (publications, teaching materials (syllabi, examples of student work), service materials (thank you, etc.)
- **Receive letter from Department Head – Fall**
- **Receive letter from Dean –Early Spring**
- **Receive letter from University –last Friday of April**



The Promotion Review Process

Levels of Reviews



Additions to Dossiers?

- Up to **February 1**, additions may be made (for example, a major grant or publication).
- **However, the addition must be requested by an administrator or committee chair.**
- Additions require re-review at earlier levels.
- Candidate must be informed.
- Candidate must be given chance to respond if the information is negative.



Protect the Process to Ensure Fair Reviews

- Follow the [Guide to the Promotion Process](#).
 - Consult with your department head, dean or the Provost's Office on procedural variations or questions.
 - Follow formats in Dossier Template.
 - Promotion review committee training that includes implicit bias training.
 - External and internal reviewers cannot be collaborators.
 - Use Collaborator Letters from those who are not independent.
 - Process and voting is **CONFIDENTIAL**.
 - Notify Candidates about teaching reviews and when forwarding dossiers.
- 

UHAP 7.01 Professional Conduct

- Inclusive & respectful
 - Value all voices
- Integrity and established standards
 - Fairness & honesty, avoid conflict of interest
- Good stewards of university resources
- Safe environment for all who work with us
 - No discrimination, harassment, intimidation, inclusive
- Academic freedom and freedom of speech
 - Opposing views, critical thinking, scholarly rigor
- Instructional commitment
 - Curiosity, student belief in their own ability
- Commitments to research, scholarship & creative activities
 - New knowledge that challenges our thinking
- Service and outreach commitments
- <http://policy.arizona.edu/sites/default/files/uploads/UHAP%207.01%20Professional%20Conduct.pdf>



External Reviewers



External Reviewers for Career-Track Review

Please note that units may have specific criteria noted in their promotion criteria and guidelines

- Assistant to Associate
 - External to unit & Internal to University of Arizona
- Associate to Full
 - Recommended: External to University of Arizona



Career-track Candidate Choice of External Reviewers

- **Department head or committee chair reaches out to external reviewers** – not candidates.
- Provide the department head with the name, rank, institution, email, short bio, and reason for choosing
- Comparable Career-Track position
- Rank above your own current rank
- 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 okay



Collaborator Letters

- **Department head or committee chair reaches out to collaborators for letters – not candidates.**
- Collaborators include
 - Very helpful if engaged in collaborative work
 - Very helpful to represent view of non-academic partners
 - Collaborators include
 - Dissertation advisors
 - Supervisors
 - Close co-worker in lab, department, or residency program
 - Collaborators on book editing or journal editing projects
 - Co-instructors
 - Teaching Assistants
 - Former Students



The Promotion Dossier

**2021-22 Review Templates will be available
no later than March 15th, 2021**



Evaluation

- **Workload Distribution**

- **Unit Criteria for Promotion**

- Each unit has their own unique promotion guidelines that clarify what is considered of value within their field and what is typical in terms of workload, teaching, and service at each rank.

- **College Criteria for Promotion**

- **Inclusive Scholarship**

- The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching.
- The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews.
- Depending on the assigned duties of individual candidates and the criteria of their departments and colleges, promotion reviews may consider original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.
- <https://facultyaffairs.arizona.edu/content/university-inclusive-view-scholarship>

The Promotion Dossier

Section #	Title	Prepared By
Section 1:	Summary Data Sheet	Dept. Administration
Section 2:	Summary of Candidate's Workload of Assignment	Dept. Admin, Head/Director & Candidate
Section 3:	Dept. & College Criteria (not the full guide)	Dept. Administration
Section 4:	Curriculum Vitae & List of Collaborators	Candidate
Section 5:	Candidate Statement	Candidate
Section 6:	Teaching Portfolio	Candidate
Section 7:	Evaluation of Teaching & Recommendation for Provost Award	Dept. Committee
Section 8:	Portfolio to Document Leadership in Service & Outreach	Candidate
Section 9:	Membership in Graduate Interdisciplinary Programs	Candidate, GIDP Chair & Dept. Committee
Section 10:	Letter from Outside Evaluators & Collaborators	Dept. Administration, Committee Chair & Head/Director
Section 11:	Recommendations (<i>from Internal Reviewers</i>)	Dept., College & Univ. Levels

Refer to the [Guide](#) for tips on preparing dossiers



Section 1: Summary Data Sheet

https://facultyaffairs.arizona.edu/sites/default/files/00_2019-20_01-11%20CT_Promotion%20Dossier.pdf



CAREER TRACK PROMOTION PROCESS 2020-2021

SECTION 1: SUMMARY DATA SHEET

DATE: [REDACTED]
NAME: [REDACTED]
EMPLOYEE IDENTIFICATION NUMBER: [REDACTED]
CURRENT TITLE: [REDACTED]
HOME DEPARTMENT: [REDACTED]
COLLEGE: [REDACTED]
CAMPUS ADDRESS: [REDACTED]
UA BUILDING: [REDACTED] ROOM # [REDACTED] PO BOX# [REDACTED]
SHARED APPOINTMENT: [REDACTED]
SHARED: FACULTY MEMBER'S BUDGET LINE IS SPLIT BETWEEN TWO OR MORE DEPARTMENTS. INCLUDE APPENDIX A: CHECKLIST FOR SHARED APPOINTMENTS
TERMINAL DEGREE: [REDACTED]
MONTH/YEAR OF TERMINAL DEGREE: [REDACTED]
TITLE FOR WHICH ARE YOU APPLYING: [REDACTED]

FACULTY TRACK: LECTURER PROFESSOR PROFESSOR OF PRACTICE

REVIEW TYPE: PROMOTION TO SENIOR LECTURER
 PROMOTION TO PRINCIPAL LECTURER
 PROMOTION TO ASSOCIATE PROFESSOR (including RESEARCH or CLINICAL)
 PROMOTION TO FULL PROFESSOR (including RESEARCH or CLINICAL)
 PROMOTION TO ASSOCIATE PROFESSOR OF PRACTICE
 PROMOTION TO FULL PROFESSOR OF PRACTICE
 TRACK TRANSFER WITHIN CAREER TRACK (EX. from LECTURER to ASST. PROFESSOR or ASST. POP)

FACULTY SERVICE ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE
[REDACTED]	[REDACTED]	[REDACTED]

FACULTY SERVICE AT THE UA

INSTITUTION	DATES	RANK/TITLE
[REDACTED]	[REDACTED]	[REDACTED]

Prepared by Department/Unit Head

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 are acceptable.**



SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR: _____
 DEPARTMENT/SCHOOL OF: _____ FTE: _____

Duties for the period 2013-14 through 2020-21 have been distributed as follows:

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Teaching %								
Research %								
Service/Outreach % <i>Internal and External</i>								
Administrative Service %								
Clinical Service %								
Extension%								
Other Professional Activities% <i>Name & describe activity</i>								
Clock Delays or Leave(s)*								
Total	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 to recognize candidates' assigned duties. Use an asterisk for years with delays.

Requirements to meet departmental expectations for TEACHING:

Example: 40% teaching means approximately four 3-unit courses each academic year. This should correspond to general expectations in the department. Do not list specific course numbers, student names, etc.

Requirements to meet departmental expectations for RESEARCH:

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 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 workload assignment in ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION (please see note below following "Additional Pages Attached"), and OTHER PROFESSIONAL ACTIVITIES:

Use Appendix A for Shared Appointments and Appendix C for participation in GIDPs and other interdisciplinary units.

 Candidates Signature Department Head's Signature Date

Additional Pages Attached:

SECTION 2A: IMPACT ON CAREER PROGRESSION FROM COVID-19 (Required: 2021 and Forward)

- <https://facultyaffairs.arizona.edu/covid-19-context>
- Candidates can use this subsection of the dossier to describe the influence of COVID-19 on any aspect of their position (e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.).
- The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide no more than a 2 page description (single spaced) for this subsection.
 - Please note that Student Course Surveys and Peer Observations were not conducted during Spring 2020 for the majority of faculty and are not required in the promotion dossier from that semester. The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020 may have impacted the trajectory of the candidate's work. Please provide up to one-page description (single spaced) for this subsection.

Starting Point For The Honest Conversation

Asking The Right Questions

TEACHING

How many course(s) were transitioned to an online mode during Spring 2020?

Was completion of online-education training or attendance at teaching meetings required?

Did faculty member mentor students during Spring 2020?

RESEARCH

Was access to their research lab reduced or eliminated?

Was unspent start-up funding pulled to offset university finances?

Was there irreplaceable loss of research animals, subjects, supplies, field seasons, or travel?

Were invited seminars and/or conference presentations cancelled?

Was the research program altered to address issues related to COVID-19?

SERVICE

Did faculty member contribute to department or university initiatives related to COVID-19?

Did they contribute to public discussions, community engagement related to COVID-19?

Did the scope of service duties change during Spring 2020?

Evaluation Committees Should:

Be diverse - Include women and faculty of color.

Be informed - Understand inequality and inequity at their institutions.

Be transparent - Detail plans to promote gender equity and race parity.

Be proactive - Distribute a clear and documented procedure for (re)evaluation.

Be trained - Understand how COVID-19 differentially impacts the careers of women.

Additional Considerations

- Most peer institutions are instituting the same type of protocol, so it will be expected and common in dossiers sent to external reviewers.
- Clock delay information is indicated on **Section 2** workload
- Additional training and changes to teaching can be put in the teaching portfolio
- **Positive Impacts**
 - Creativity/good outcomes of teaching
 - Indicate if Service activities are COVID-19 related
 - Provide examples of publicly significant contributions

Pandemic Context

- Additional stress, frustration, anxiety and even burnout
- Increased workload
 - Remote learning pivot and student safety
- Deterioration of work-life balance
- Fewer uninterrupted blocks of time
- Grief, loss, loneliness, illness, death
- Teaching Challenges and Additional Service
 - Extraordinary support for students and colleagues
- Research Challenges
 - Access to lab, access to human participants, slow down in lab activities or materials, loss of grad students, Loss of funding



Systemic Barriers

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic.
- Caregiving has been a very prominent issue.
 - *Concerns about underreporting in COVID19 statements*
- UArizona COVID19 Instructor Survey Report – Spring 2020: <https://facultyaffairs.arizona.edu/faculty-reports-and-data>
- For more info and further reading: <https://facultyaffairs.arizona.edu/covid-19-context>

Section 3

Department and College Promotion Criteria

**Set criteria for review for your
discipline/unit**



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Sections 4: CV

Documenting Your Activities

- Follow the required CV format exactly.
 - <https://facultyaffairs.arizona.edu/promotion-dossier-templates>
 - Does NOT need to be UA Vitae formatted
- **TEMPLATES VARY BY TRACK**
 - CAREER-TRACK PROMOTION
- Get models for CVs from others in your department and your field
- Review your records of service and teaching contributions.
 - Service – break out by subsections
 - Teaching
 - Mentoring and student outcome in tables

Section 4: Curriculum Vitae and List of Collaborators

- Follow format and organization
 - Chronology of Education
 - Chronology of Employment
 - Honors & Awards
 - Service/Outreach
 - Publications/Creative Activity
 - Works in Progress
 - Media
 - Conferences/Scholarly Presentations
 - Awarded Grants & Contracts
 - List of Collaborators and Affiliations



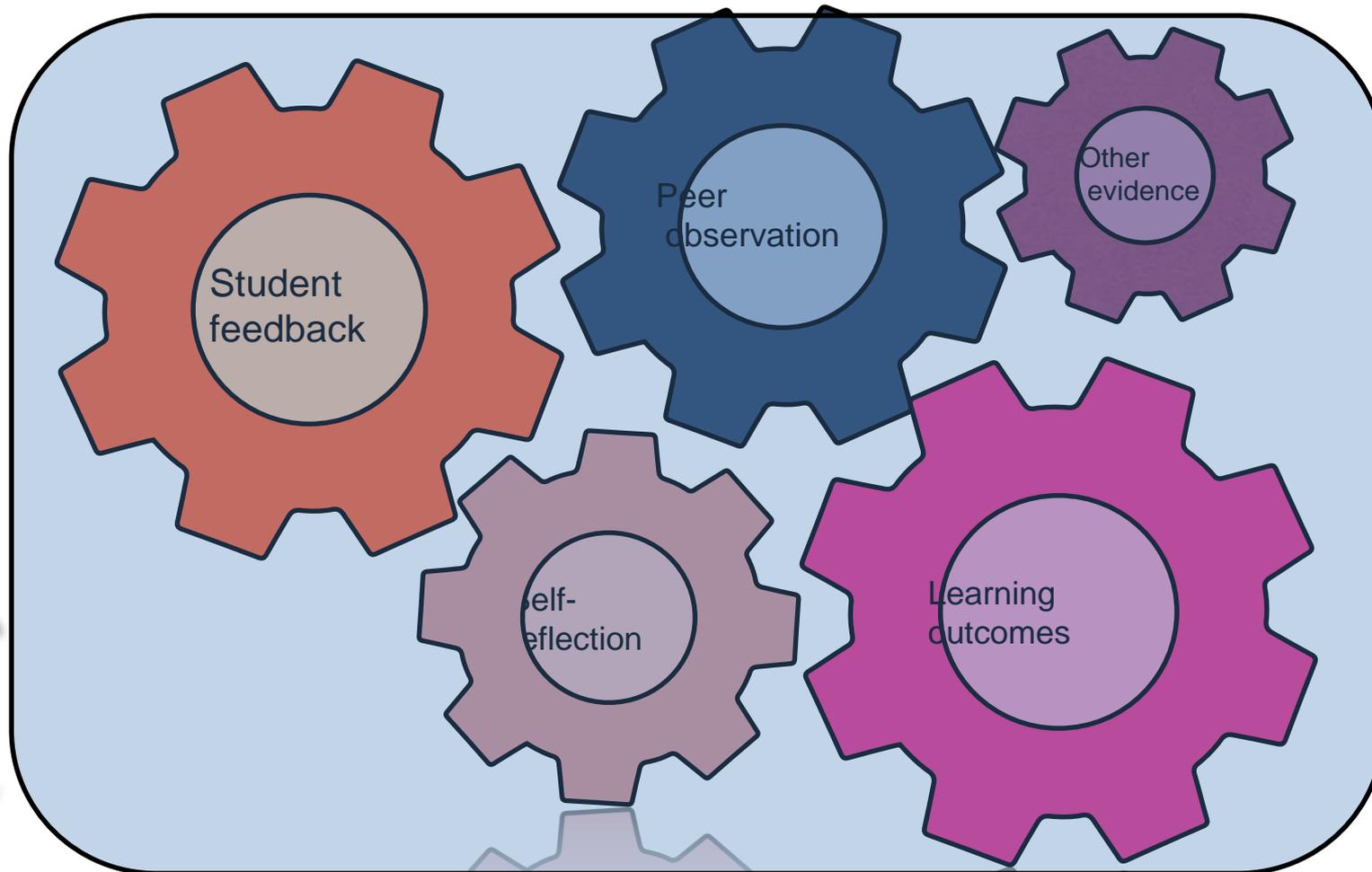
Section 5: Candidate Statement

Tell the Story of Your Achievements and Impact

- No More than 5 pages
- Use the Candidate Statement to:
- **Characterize your work**
 - Reflect on what you do and how you do it
- **Connect** with teaching and service dossiers; and
- **Thereby demonstrate the impact of your work.**
- Audience
 - department committee, department head, college committee, dean
- What do they need to know that is not clear in your CV and teaching portfolio?
- First paragraph and last paragraph matter (position your work and key things that you are known for)

**Evaluation of Teaching &
Section 6: Teaching Portfolio
Office of Instruction and Assessment (OIA)**





Teaching quality framework, University of Colorado
<https://www.colorado.edu/teaching-quality-framework/>

Holistic Evaluation of Teaching

- Best Practice focuses on multiple sources of teaching quality
 - Student surveys
 - Peer observation
 - Course Materials
 - Teaching Statement (within candidate statement or Teaching Philosophy in Teaching Portfolio)
 - Evidence-based learning strategies
 - Inclusive curricula and classrooms
 - Extent of Teaching
 - Courses taught during time in rank
 - Individual Student contact
 - Instructional Innovation and Collaborations
 - Teaching Awards & Teaching Grants
 - Supporting Documentation
 - Syllabi and major assignments
 - Curricular reviews and other contributions



Section 6: Teaching Portfolio

- **Supporting Instructional materials** (such as syllabi, slide presentations, class assignments, student project, and curricular reports) **stay at the department-level of the review.**
- **Information on Teaching and Advising will be forwarded past department**
- Document advising and mentoring.
- [Link to additional resources](#)

OIA Consultation & Support Services

Assistance with **Peer Observations of Teaching & SCS/TCEs**

Contact:

Ingrid Novodvorsky

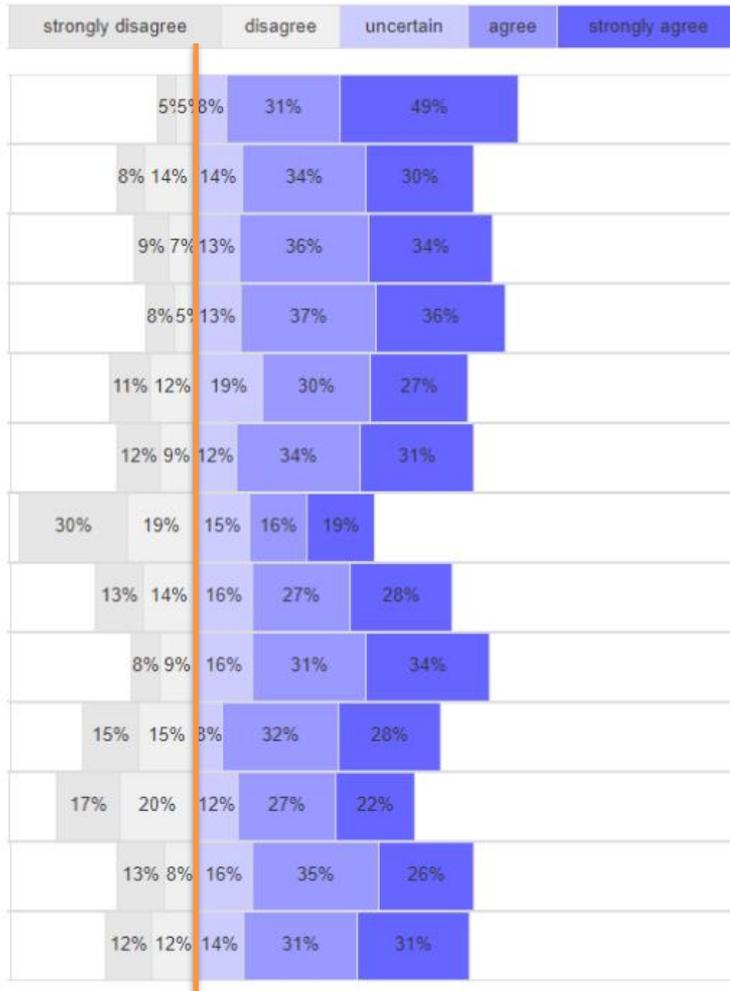
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Interpreting SCS Multiple Choice Items



- For each item, look at the pattern of response rates
- Items with a greater proportion of strongly disagree and disagree may indicate teaching practices that can benefit from the introduction of new strategies

<https://scs.arizona.edu/content/17>

Interpreting SCS Results

Teaching Practice: Builds upon students' prior knowledge and experience

SCS Item: This course expanded my knowledge and skills in this subject matter.

Example Strategies:

- Visible Thinking: Illustrate how information links/connects with foundational concepts using diagrams or graphic organizers such as concept maps or mind maps. Both the instructor and students should have the opportunity to reveal their thinking to others and to discuss as a group.
- Make it relevant: Use models/contexts that make sense to students, relating to experiences they are likely to have had in their own lives. This can help facilitate the connection between new and prior knowledge.
- Encourage reflection: Have students revisit their ideas, and ask them frequently how their understanding has changed. How do new concepts/processes relate to those presented earlier in the course?

Section 7: Evaluating Teaching

DONE BY Department or Unit REVIEW COMMITTEE

- Use [Peer Review of Teaching Protocol](#) to conduct at least one (within 1 year) teaching observation.

8: Service and Outreach Portfolio

- This is optional – recommended if your workload has a high percentage of service or outreach- or if you have participated at high levels of leadership in these activities.
- Required for Continuing Eligible or Continuing Status Professionals
- What to Include?
 - Technical reports, research studies, and presentations.
 - Articles for popular publications and instructional materials.



Additional Information

- [Checklist for shared appointments](#)
- [Section 9: Membership in GIDPs or Other Interdisciplinary Programs](#)
 - Candidate description of membership and significant contributions to an interdisciplinary programs or initiatives
 - Chairperson of GIDP evaluation of candidate contribution
 - Department Committee summary/evaluation of candidate contributions to GIDP



Tips and Strategies

Brian Erstad

Bill Neumann



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Ten Tips for Successful P&T

1. Understand the Promotion and Tenure Criteria and Expectations at Your Institution
2. Develop an Action Plan at Least Two to Three Years Prior to P&T Application
3. Balance Teaching, Scholarship, and Service Relative to Promotion and Tenure Expectations
4. Synergize Teaching, Scholarship, and Service and Develop a Niche/Focus in Each
5. Prioritize and Balance Your Time Toward Actions Most Influential to P&T

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



Ten Tips for Successful P&T

6. Track Achievements in Detail in the Format Required for Promotion and Tenure Application
7. Seek Out Faculty Guidance on Promotion and Tenure and Look at Examples of Dossiers
8. Identify One or More Mentors and Meet with Them Regularly
9. Ensure Your Personal Statement Emphasizes Your Achievements and Explains Gaps
10. Seek Feedback and Have Your Dossier Reviewed by Senior Colleagues

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



Best Practices (Erstad, et al., in press)

- Issues to address
 - Regular annual reviews, clarity about promotion, appropriate compensation, inclusion in institutional voting and governance, due process for termination
- Future directions
 - Focus of a culture of engagement and inclusivity for all faculty





The Faculty Affairs Team



facultyaffairs.arizona.edu





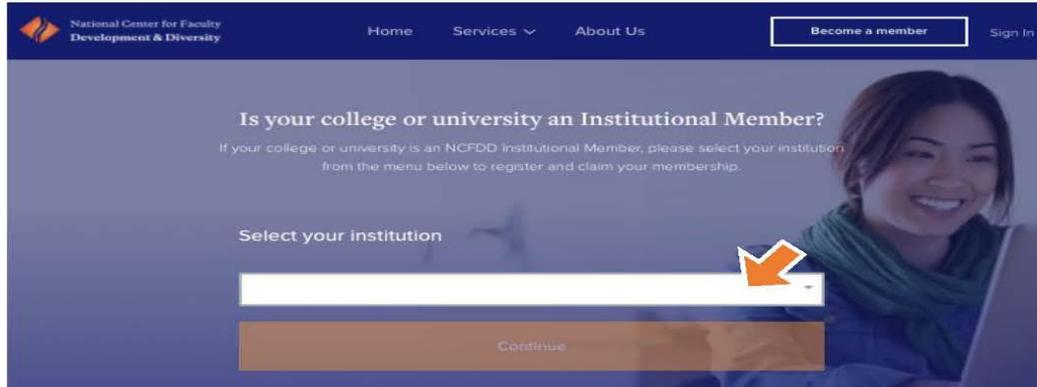
National Center for Faculty Development & Diversity

They provide a variety of virtual programs and resources including:

- Weekly Monday Motivator
- Monthly Core Curriculum Webinars
- Monthly Guest Expert Webinars
- Access to Multi-Week Courses
- Access to Dissertation Success Curriculum for graduate students
- Private Discussion Forum for peer-mentoring, problem-solving, & moderated writing challenges
- Monthly accountability buddy matches
- Access to 14-Day Writing Challenges
- Access to the Member Library that includes past webinar materials, referrals, and readings

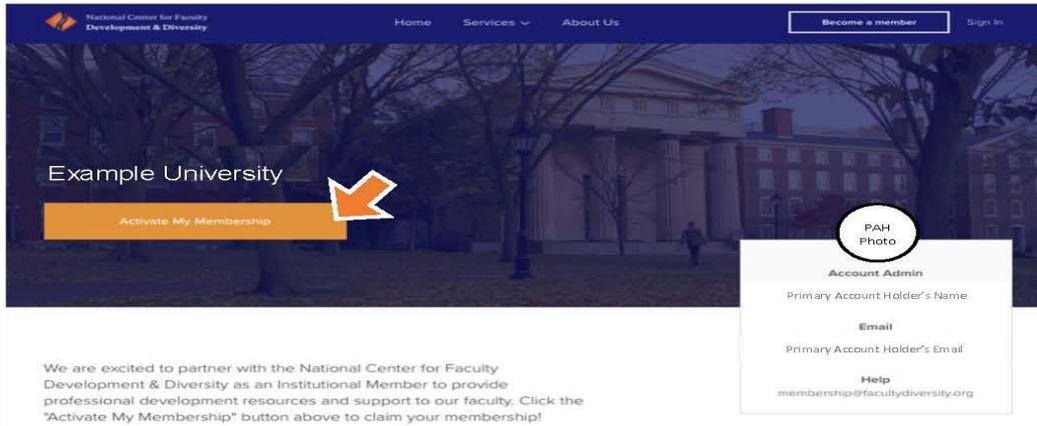
HOW TO CLAIM YOUR INSTITUTIONAL MEMBERSHIP

Step 1: Go to <https://www.facultydiversity.org/join>. Then select your institution from the drop-down menu and click “Continue.”



The screenshot shows the website's header with the logo, navigation links (Home, Services, About Us), and buttons for "Become a member" and "Sign In". The main content area asks, "Is your college or university an Institutional Member?" and provides instructions to select an institution from a menu. A white text input field is present, with an orange arrow pointing to it. Below the input field is a blue "Continue" button.

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



The screenshot shows an institution's landing page with a background image of a university building. The text "Example University" is displayed, with an orange arrow pointing to a blue "Activate My Membership" button. A white pop-up box on the right side contains a "PAH Photo" icon, "Account Admin" text, and fields for "Primary Account Holder's Name", "Email", and "Primary Account Holder's Email". A "Help" link with the email address "membership@facultydiversity.org" is also visible. Below the main content, a paragraph of text reads: "We are excited to partner with the National Center for Faculty Development & Diversity as an Institutional Member to provide professional development resources and support to our faculty. Click the 'Activate My Membership' button above to claim your membership!"

Step 3: Complete a brief registration form using your institution email address.

Step 4: Open your institution email. Click “Activate Account” in the confirmation email.