

University of Arizona Faculty Affairs

Equity Strategies Across Career-Life Span

It is important to acknowledge that there are still gaps in diverse representation, access and inclusion at each stage of the faculty career. We describe here the goals for each stage to improve equity and then a list of current tactics to help reach the goal.

<https://facultyaffairs.arizona.edu/about-0>

1

Recruitment Stage

Creating targeted diverse recruitment efforts

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

2

Professional Advancement Stage

Ensuring a culture to enable a high-performing academic enterprise

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

3

Retention Stage

Building affirming environments and anti-oppressive structures for faculty advancement

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

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



Mission Statement

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

Equity

Recruitment

Professional Advancement

Retention



The Faculty Affairs Team



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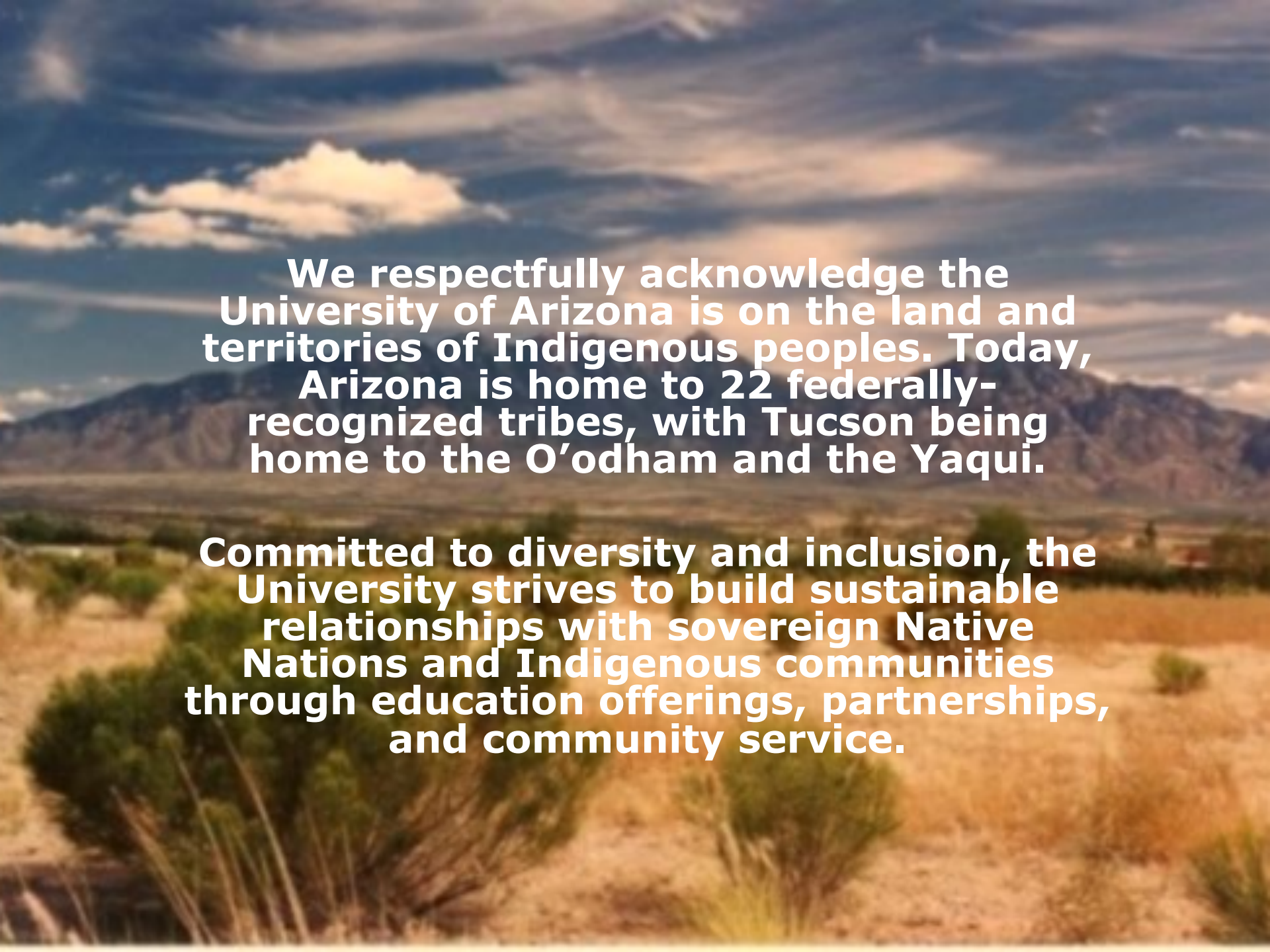
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Program Coordinator



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2023-2024
USING PORTFOLIOS TO
DOCUMENT
Leadership, Extension,
Service and Innovation
Impact



The background of the image is a desert landscape. In the foreground, there are dry, yellowish-brown bushes and grasses. In the middle ground, there are more greenish-brown shrubs. In the background, there are dark, rugged mountains under a blue sky with scattered white and grey clouds.

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

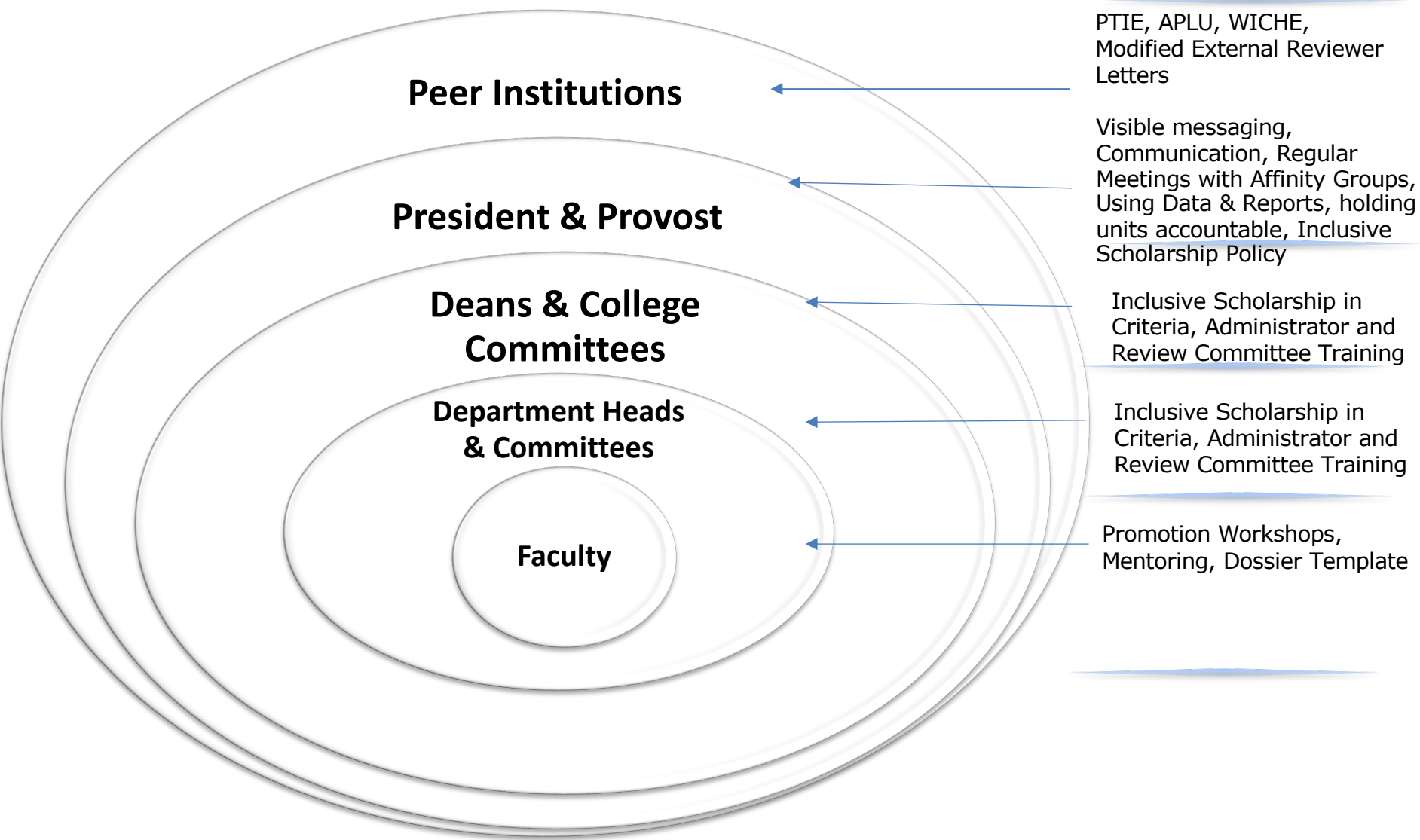
Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.



Vision

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

Systemic Approach to Inclusive Scholarship Shifts in Promotion




OUR AGENDA

- The University of Arizona's inclusive view of scholarship
- Documenting outreach and service



OUR INCLUSIVE VIEW OF SCHOLARSHIP

The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and colleges, will recognize 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.




Ernest Boyer's *Scholarship Reconsidered*:

- ***The scholarship of discovery*** includes investigations inquiries that generate new knowledge.
- ***The scholarship of integration*** makes interdisciplinary connections to synthesize knowledge in new ways.
- ***The scholarship of application*** is concerned with applying knowledge to social issues, sometimes to test theories and ground knowledge making.
- ***The scholarship of teaching*** includes transforming and extending as well as transmitting knowledge.
- ***The scholarship of engagement*** extends these forms of inquiry by collaborative inquiries on social issues.

Based on *The Scholarship of Engagement*,
Center for Experiential Learning, Loyola University



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/universitys-inclusive-view-scholarship>
- 

Publicly Engaged Scholarship

- Publicly Engaged Research and Creative Activities
 - **Type 1. Research—business, industry, commodity group funded.** Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that generates new knowledge to address practical problems experienced by public or practitioner audiences.
 - **Type 2. Research—nonprofit, foundation, government funded.** Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.
 - **Type 3. Research—unfunded or intramurally funded applied research.** Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.
 - **Type 4. Creative activities.** Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.
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Publicly Engaged Service

- Publicly Engaged Service
- **Type 10. Service—technical assistance, expert testimony, and legal advice.** Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- **Type 11. Service—co-curricular service-learning.** Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- **Type 12. Service—patient, clinical, and diagnostic services.** Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- **Type 13. Service—advisory boards and other discipline-related service.** Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- **Type 14. Commercialized activities.** Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).

DOCUMENTING AND ASSESSING OUTREACH AND SERVICE

Service Portfolio (optional for career-track faculty and tenure-track faculty) (required for continuing status faculty)

Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs.



Purpose

Working together to expand human potential, explore new horizons and enrich life for all.

Mission

We will continuously improve how we educate and innovate so we can lead the way in developing disruptive problem-solvers capable of tackling our greatest challenges.

Vision

To create a world where human potential is realized and we're all working together to create solutions to big problems so that life in our communities, in Arizona and on our planet can thrive.



CORE VALUES

- **INTEGRITY.** Be honest, respectful and just.
- **COMPASSION.** Choose to care.
- **EXPLORATION.** Be insatiably curious.
- **ADAPTATION.** Stay open-minded and eager for what's next.
- **INCLUSION.** We're better together.
- **DETERMINATION.** Bear Down.



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8: Service and Outreach Portfolio

- Program Overview (reviewed by all internal committees)
 - Description of program
 - Goals & objectives
 - Needs intended to serve
 - How components were developed
 - Methods used to reach audiences
 - Assessment of program
 - Assessment of specific measures
 - Feedback from collaborators and clients
 - Accomplishments and demonstration of success



Supplementary Documentation

- In P&T/career-track reviews, these materials remain in departments.
 - However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.
 - Materials from seminars/workshops
 - Technical reports, research studies, and presentations
 - Expert testimony or consultations
 - On-line resources for community, business, agency, or disciplinary associations
 - Newsletters, pamphlets or articles for popular or special interest publications
- 

Impact

- Documentation of Impact
 - Letters from community/business collaborators with emphasis on impact of programs
 - Letters from academic collaborators noting impact/rigor of contributions
 - News reports
 - Adoption of programs or materials by other institutions or groups
 - Grants or contracts that support or build on service contributions

ALL COLLABORATOR LETTERS MUST BE REQUESTED BY THE DEPARTMENT HEAD **NOT THE CANDIDATE**. A LIST OF COLLABORATORS CAN BE PROVIDED BY THE CANDIDATE TO THE DEPARTMENT HEAD






DOCUMENTING AND ASSESSING OUTREACH AND SERVICE

Service Portfolio



8: Service and Outreach Portfolio

- This section is an option for P&T candidates, but all candidates should discuss the impact of their service in their candidate statement.
 - This section may be required for continuing status reviews that include educational outreach.
 - Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs.
 - In P&T reviews, these materials remain in departments.
 - However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.
- 

SECTION 8: PORTFOLIO TO DOCUMENT LEADERSHIP IN SERVICE AND OUTREACH

Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs. While the Service and Outreach Portfolio is optional in promotion and tenure reviews, it is required in continuing status reviews if a candidate is responsible for a major outreach program, as in Cooperative Extension or the University Libraries. The Service and Outreach Portfolio provides candidates with an opportunity to describe and document a program they have developed. This documentation is for departmental reviews and should only include information for the time in rank, or if that time is limited, the last five years. Please note some items are not forwarded to college/university committees. However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.

- Service and Outreach Portfolios can be used to document collaborations with business and community partners, tech transfer and commercialization activities, and other forms of translational research highlighted in the inclusive view of scholarship included in the University's promotion criteria:
<https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>
- Candidates should consult our resource page on the scholarship of engagement:
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Program Overview (*FORWARD* with the dossier for college and university review)

Description of Program

- ☐ Provide a short description of the service or other educational programming provided by the candidate, including the program goals and objectives. Describe the needs that the program is intended to serve, the ways its components were developed, and the methods used to communicate to potential audiences.

Assessment of Program

- ☐ Describe the assessments that have been developed for the program, including the feedback from collaborators and clients that is included below. Characterize the program's accomplishments and provide specific measures of the program's success and the ways they were obtained.

Supplementary Documentation (*DO NOT FORWARD* with the dossier for college and university review)

Supporting Documentation

- ☐ Materials from seminars or workshops
- ☐ Technical reports, research studies, and presentations
- ☐ Newsletters, pamphlets, and articles for popular and special interest publications
- ☐ Online resources developed for community, business, agency, or disciplinary associations
- ☐ Expert testimony or consultations

Documentation of Impact

- ☐ Letters from community or business collaborators noting the impact of the programs or services Solicited letters from collaborators must be included in section 10.
- ☐ Letters from academic collaborators noting the impact and/or methodological rigor of the contributions Solicited letters from collaborators must be included in section 10.
- ☐ News reports on service contributions
- ☐ Grants secured to support or build on service contributions
- ☐ Contracts to support contributions
- ☐ Adoptions of programs and materials by other institutions or groups

Prepared by the Candidate

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Supplementary Documentation

- Supplementary Documentation
 - Supporting Docs
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 - On-line resources for community, business, agency, or disciplinary associations
 - Newsletters, pamphlets or articles for popular or special interest publications
 - Technical reports or materials



Impact

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Documentation

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FOR FURTHER INFORMATION

<https://facultyaffairs.arizona.edu/content/about-promotion>



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EVALUATING FACULTY SERVICE

- Serving on unit, college, and/or university committees
 - Serving in Faculty Senate
 - Chairing any committee (student, faculty, etc.)
 - Serving as a sponsor for student activities and groups, or volunteer organizations
 - Administrative assignments
 - Mentoring other faculty
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EVALUATING PROFESSIONAL SERVICE


- Activity in professional organizations
 - Consulting to organizations/corporations
 - Consulting to universities and colleges
 - Editing of journals
 - Organizing conferences or symposia
 - Serving on committees for federal or state government agencies or on boards
- 

EVALUATING PUBLIC OR COMMUNITY SERVICE/OUTREACH

- Participating in local, state, or national civic activities and organizations
- Applying one's academic expertise in the local, state, or national community
- Working with elected officials



SOURCES OF EVALUATION INPUT

- Faculty review committees
 - External peer reviews
 - Self-evaluation
 - Unit head assessment
 - Administrative supervisor
 - Faculty and staff colleagues
 - Awards and recognition
 - Statewide clientele, including public agencies, grower groups, etc.
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Faculty Affairs

Facultyaffairs.Arizona.edu

