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Vice Provost for Faculty Affairs
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2024-2025 Cycle Career-Track Faculty Promotion Workshop

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.

PURPOSE

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

MISSION

Continuously improve how we educate and innovate so we can lead the way in developing adaptive problem-solvers capable of tackling our greatest challenges.

CORE VALUES

INTEGRITY • COMPASSION • EXPLORATION • ADAPTATION
INCLUSION • DETERMINATION

FACULTY AFFAIRS 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

Recruitment
Professional Advancement
Retention

Our work is grounded in an affirming, transparent, and inclusive approach to supporting faculty.



Faculty Affairs 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.

AGENDA

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

University of Arizona Workshops, Policies & Process

2024-2025 Promotion Cycle Workshops & Resources



PROMOTION DOSSIER
TEMPLATES AND
INSTRUCTIONS



GUIDE TO 2024-2025
PROMOTION FOR
CAREER-TRACK
FACULTY



ONLINE WORKSHOPS



ADDITIONAL
RESOURCES FOR
FACULTY ON OUR
WEBSITE

University Handbook for Appointed Personnel

Career-Track UHAP 3.3

Faculty Affairs Policies & Resources

facultyaffairs.arizona.edu/about-promotion

- Inclusive View of Scholarship
- Guide to Promotion
- Promotion Criteria by College
- Promotion and Career-track Faculty
- Promotion Workshops

Academic Freedom

Learning requires concentrated attention and happens best in environments where a wide range of perspectives are welcome and encouraged. Allowing space for opposing views is central to academic inquiry, and that responsibility rests with all of us. Academic freedom, which is essential to the advancement of knowledge, is rooted in and regulated by the norms of the disciplinary communities within which the faculty are credentialed. In research, this means we are free to pursue areas of inquiry, wherever they may lead. In education, it means the freedom to teach from our disciplines, and the freedom of our students to engage within the parameters of the discipline openly and fully.

Academic freedom also allows us to comment on University or unit governance without fear of retribution. ARS §15-1601(B) and our Guidelines for Shared Governance: Memorandum of Understanding entered into by the Faculty and the Administration of the University of Arizona describe the statutory and mutually agreed upon role of faculty in the governance of the University.

As faculty and academic professionals, we bear special responsibilities to contribute to informed deliberations on academic issues. Our primary responsibility to our academic discipline and to our society is to seek and state the truth based on available evidence. Guided by recognition of the value of evidence-based inquiry to our community and an informed citizenry, we recognize our shared obligation to exercise critical judgment and self-discipline in using, extending, and transmitting knowledge. To this end, we devote our energies to developing and improving critical thinking and scholarly rigor through teaching, research, and engagement with the University's broader constituencies.

University Handbook for Appointed Personnel

Professional Conduct

UHAP 7.01

- 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

Inclusive Scholarship Policy since 2014

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.

Inclusive Scholarship Policy was driven by some of the following factors

- Increasing speeds of technology
 - Large data science and collaborative science
 - New demands for scholarly transparency and accountability in midst of hyper-competitiveness and haste to reach positive outcomes and funding
 - Public scrutiny of relevance of scholarship
 - Widespread calls for scholarship of relevance to diverse communities
-
- University of Arizona Values
 - Land Grant Mission to serve local students – and extend knowledge from campus to local region
 - Hispanic Serving Institution Designation and dedication to excellence in serving students of all backgrounds
 - 2022 Promotion and Tenure Criteria Workgroup Report
 - Suggested Revisions to the P&T Process & Dossier

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

Publicly Engaged Scholarship

- **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 Instruction

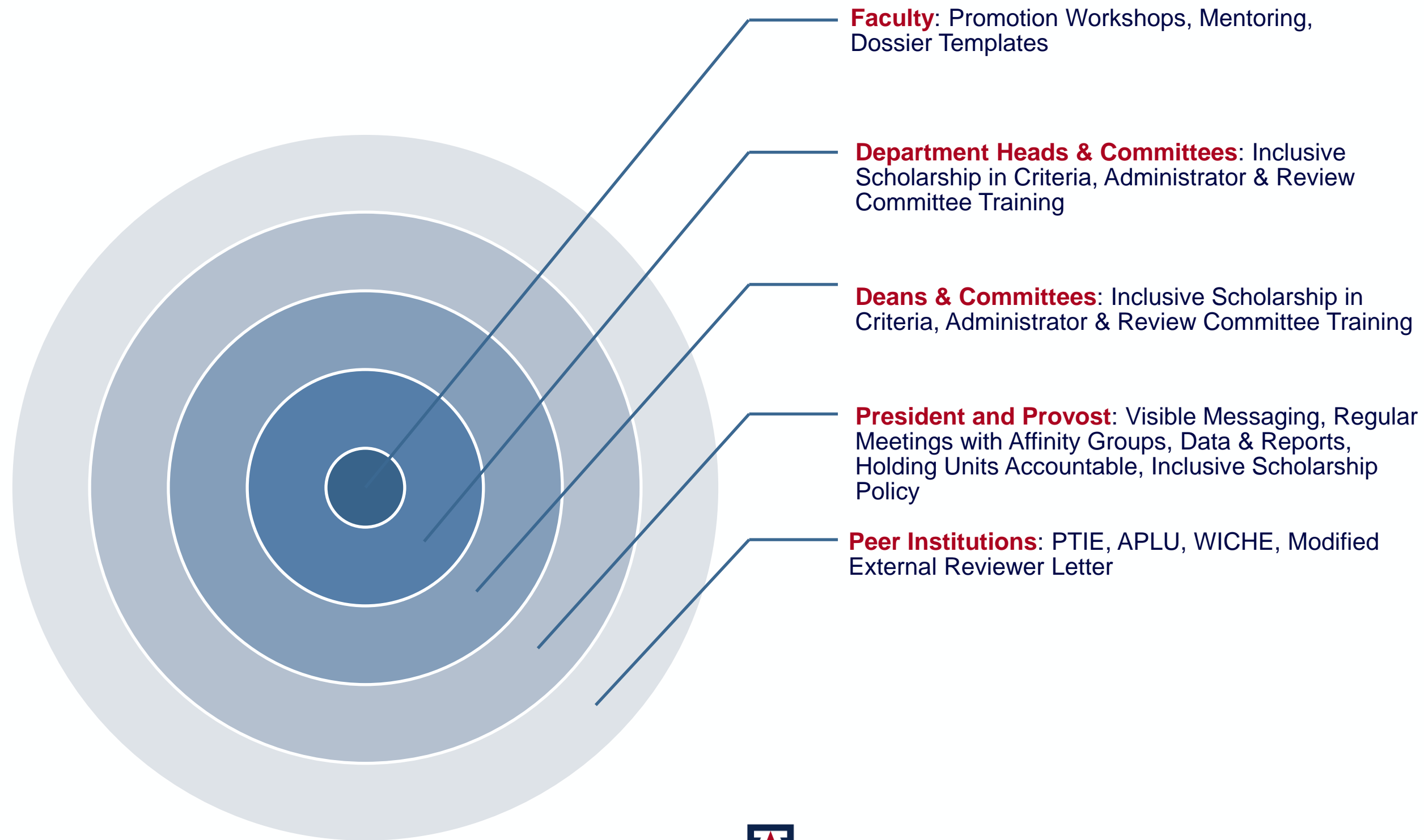
- **Type 5. Instruction—for credit—nontraditional audiences.**
 - Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.
- **Type 6. Instruction—for credit—curricular, community-engaged learning.**
 - Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.
- **Type 7. Instruction—noncredit—classes and programs.**
 - Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.
- **Type 8. Instruction—noncredit—managed learning environments.**
 - Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).
- **Type 9. Instruction—noncredit—public understanding, events, and media.**
 - Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

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.
- **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).

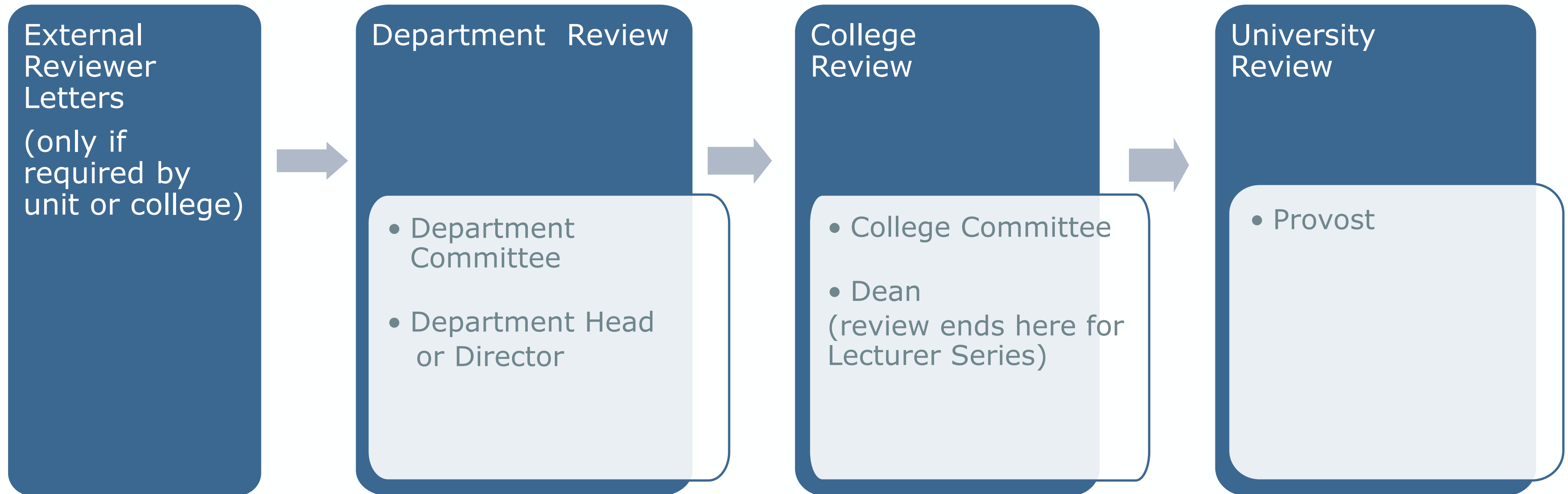
Doberneck, D. M., & Schweitzer, J. H. (2012). Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure. IARSCLE Conference.

Systemic Approach to Inclusive Scholarship Shifts in Promotion



The Promotion Review Process

Levels of Reviews



Notifications to the Candidate

- Late Fall: Candidates are notified by the department head/director when their dossier has moved forward to the next level of the review.
- Early Spring: Candidates are notified by the Dean when their dossier has moved to the next level of the review.
- Last Friday of April: Decision letter from the University.

The Promotion Process for Candidates

Meet with Department Head Spring before submission

- Review Section 1 and Section 2 together
- Confirm plan for peer observation of teaching
- Confirm if GIDP evaluation is needed
- If relevant
 - Share candidate's list of external reviewers
 - Share list of collaborators
 - Share names (internal and external reviewers) on the list for conflict of interest
 - Confirm if GIDP evaluation is needed
- Agree on deadlines for submission of materials
- Candidate prepares Section 1, 2, 2A, 3, 4, 4A, 4B, 5, 6, 7 (optional), 8 (optional)

Department Head Process

- Meet with candidate Spring before submission
 - Confirm submission dates
 - Receive collaborator list
 - Receive conflict of interest names both internal/external
 - Confirm and sign Section 1, Section 2
 - Discuss plan for peer observation of teaching
 - Confirm if GIDP evaluation is needed
- Identify appropriate peer reviewer for teaching observation and set up teaching review with appropriate forms
- Manage external reviewer or collaborator letters
- Support candidate submission of materials in RPT and committee deadlines
 - Confirm that faculty affairs coordinator has completed training for submission
 - Review Checklist for RPT Case review prepared by faculty affairs coordinator
- Provide notification to candidate when dossier is moved to college level

What Can You Do To Ensure Fair Review?



Follow the Guide to the Promotion Process



Follow the appropriate Dossier Template formats. Confirm all information is accurate and true



Give early information about conflict of interest



Give early information about collaborators



Maintain confidentiality in process



Complete Candidate Promotion Workshops from Faculty Affairs (university & college)

The Promotion Dossier

The Career-Track Promotion Dossier

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

Promotion Dossier Templates and Guides

Templates and Guides
are often Track-Specific

2024-2025 Promotion Dossier Templates:

1. [2024-2025 Guide to the Promotion Process for Continuing Status and Tenure-Track Faculty](#)
 - Tenure-track and Continuing-track submission deadline is **Friday, January 17, 2025**.
2. [2024-2025 Guide to Career-Track Promotion](#)
 - Career-track submission deadline is **Friday, December 13, 2024**.

Section#	Title	Career Track Promotion	Continuing Status & Promotion	Promotion & Tenure
Section 1	Summary Data Sheet	View pdf	View pdf	View pdf
Section 2	Summary of Candidate's Workload Assignment	View pdf (Word document)	View pdf (Word document)	
2A	Pandemic Impact Statement - same template for all tracks	View pdf		
Section 3	Departmental & College Criteria - same template for all tracks	View pdf		
Section 4	Curriculum Vitae - same template for all tracks	View pdf		
4A	List of Collaborators (View List) - same template for all tracks	View pdf		
4B	Representative Work	View pdf	View pdf	
Section 5	Candidate Statement	View pdf	View pdf	View pdf
Section 6	Teaching Portfolio and Resources - same template for all tracks	View pdf		
	Information on Teaching and Mentoring (View list) (View mentoring)	View pdf		

Section 1: Summary Data Sheet

Make sure to complete all sections or indicate n/a .

Check that the correct boxes have been selected.

CAREER TRACK PROMOTION 2024-2025

SECTION 1: SUMMARY DATA SHEET

DATE:

NAME:

PREFERRED PRONOUNS:

CURRENT TITLE:

HOME DEPARTMENT:

COLLEGE:

CAMPUS ADDRESS:

UA BUILDING: ROOM # PO BOX#

TERMINAL DEGREE: MONTH/YEAR OF TERMINAL DEGREE:

YEARS IN CURRENT RANK:

TITLE FOR WHICH YOU ARE APPLYING:

TITLE SERIES:

<input type="checkbox"/> LECTURER	<input type="checkbox"/> CLINICAL PROFESSOR	<input type="checkbox"/> RESEARCH PROFESSOR	<input type="checkbox"/> PROFESSOR OF PRACTICE
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REVIEW TYPE AND TITLE:

<input type="checkbox"/> PROMOTION TO SENIOR LECTURER	<input type="checkbox"/> PROMOTION TO ASSOCIATE CLINICAL PROFESSOR	<input type="checkbox"/> PROMOTION TO ASSOCIATE RESEARCH PROFESSOR	<input type="checkbox"/> PROMOTION TO ASSOCIATE PROFESSOR OF PRACTICE
<input type="checkbox"/> PROMOTION TO PRINCIPAL LECTURER	<input type="checkbox"/> PROMOTION TO FULL CLINICAL PROFESSOR	<input type="checkbox"/> PROMOTION TO CT FULL RESEARCH PROFESSOR	<input type="checkbox"/> PROMOTION TO CT FULL PROFESSOR OF PRACTICE

☐ CT TRACK TRANSFER TO:

<input type="checkbox"/> CT LECTURER	<input type="checkbox"/> ASSISTANT CLINICAL PROFESSOR	<input type="checkbox"/> ASSISTANT RESEARCH PROFESSOR	<input type="checkbox"/> ASSISTANT PROFESSOR OF PRACTICE
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EMPLOYMENT ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

EMPLOYMENT AT THE UA

INSTITUTION	DATES	RANK/TITLE
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Section 2: Workload Assignment

*Prepared by the Department Head
Signed by the Department Head and Candidate*

- Describe duties, do not praise achievements
- Non-Evaluative Language
- Candidate's Signature
- Department Head's Signature
- Electronic signatures (.png) are acceptable to attach to the workload section

Section 2: Summary of Candidate's Workload Assignment

- Correct form
- Include FTE
- All Years in Rank Included
- Breakdown for EACH year in rank
- All columns = 100%
- Non-Evaluative Language in descriptions
- Candidate's Signature
- Department Head's Signature

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT – CAREER-TRACK FACULTY

FOR: Wilma Wildcat

DEPARTMENT/SCHOOL OF: School of XYZ

Period is current rank **only**. Duties for the period 2017-2018 through 2024-2025 have been distributed as follows:

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
FTE Each Year				1.0	0.75	0.75	1.0	0.75
Teaching%				50	50		30	50
Research, Scholarship and Creative Activity%				10	10		20	40
Service% <i>Internal and External</i>				10	10		40	10
Administrative Service%				30	30		10	
Clinical Service%								
Extension%								
Other Professional Activities%								
Leave(s)*						LWOP		
Total	100%	100%	100%	100%	100%	100%	100%	100%

**Do not include percentages for years in which candidates were on leaves without pay and did not have assigned duties. List leaves without pay as "LWOP." This table can be modified if there is a need to include more years within rank.*

APPENDIX A: CHECKLIST FOR SHARED APPOINTMENTS

DATE:
CANDIDATE:
TITLE:
PRIMARY DEPARTMENT:
SECONDARY DEPARTMENT:

1. DISTRIBUTION OF WORKLOAD % BY DEPARTMENT (FOR ALL FACULTY TRACKS):

	Primary Unit	Secondary Unit	
Teaching %			Percent of Credit Hours Primary: Secondary:
Research, Scholarship, and Creative Activity %			Distribution of Credits for Awards: Primary: Secondary:
Service % <i>Internal and External</i>			
Administrative Service %			
Clinical Service %			
Extension Service %			
Other Professional Activities %			

2. PROBATIONARY, TENURE/CONTINUING STATUS AND PROMOTION REVIEWS
(THIS SECTION IS NOT-APPLICABLE FOR CAREER TRACK FACULTY)

Tenure/continuing status is reviewed in the primary academic unit. Review committees will be composed of members of the tenure/continuing status and promotion committee of the primary unit and at least one member of the secondary unit. A single dossier will be forwarded to the dean.

3. ADDITIONAL CONSIDERATIONS

SIGNATURES – PRIMARY UNIT

DEPARTMENT HEAD’S SIGNATURE	PRINT NAME	DATE
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SIGNATURES – SECONDARY UNIT

DEPARTMENT HEAD’S SIGNATURE	PRINT NAME	DATE
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SECTION 2A:

Pandemic Impact Statement

(Required: 2021 and Forward) (no more than 2 pages)

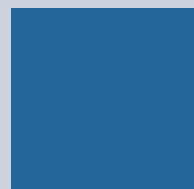


Describe the influence of COVID-19 on any aspect of their workload

(e.g. changes in research/creative activities, teaching, service, job position, clinical service, etc.).



The purpose of this section is to help reviewers understand how changes implemented due to the global pandemic of COVID 19, which began in Spring 2020, may have impacted the trajectory of the candidate's work.



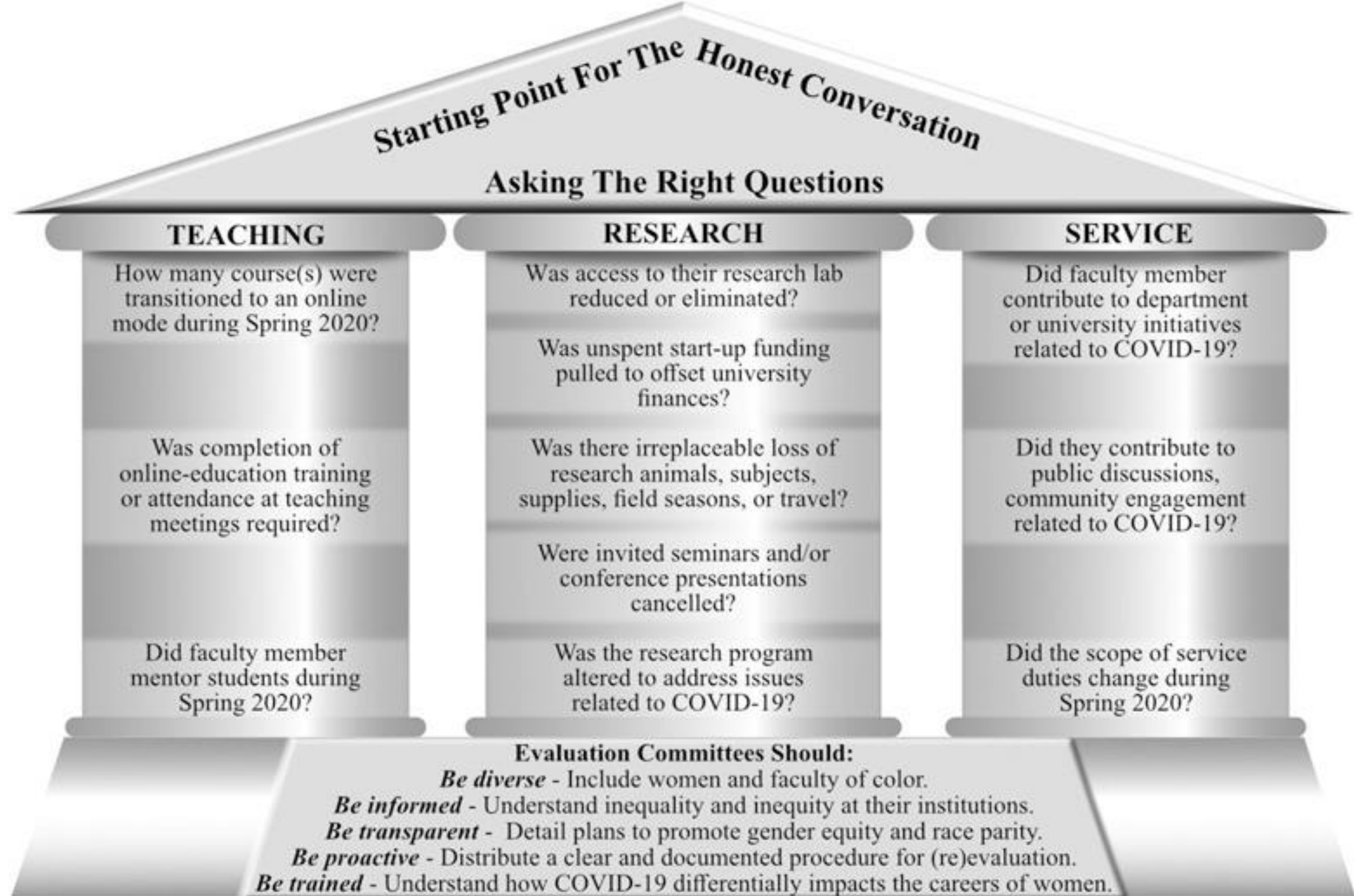
For more information on COVID-19 Context

<https://facultyaffairs.arizona.edu/covid-19-context>

-
- Teaching and Research Challenges
 - Extraordinary support for students and colleagues
 - Increased workload
 - Deterioration of work-life balance & fewer uninterrupted blocks of time
 - Additional stress, frustration, anxiety and even burnout
 - Grief, loss, loneliness, illness, death

Disproportionately experienced by women, BIPOC individuals, and caregivers.

UArizona COVID19 Instructor Survey Reports



(Malisch, et al., 2020)

Section 3:

Departmental & College Criteria

Please include **one-page matrix** for the relevant parts of the department **and** college promotion criteria.
(Using [Appendix B](#))

If the department does not have its own criteria, please use college's criteria/matrix.

If including the longer version of the criteria, please also include the one-page matrix.

APPENDIX B: [DEPARTMENT] CRITERIA FOR CAREER TRACK PROMOTION TO [RANK/TITLE]

SUMMARIZE CRITERIA FOR EACH CAREER TRACK PROMOTION TITLE

	Lecturer	Senior Lecturer	Principal Lecturer
Teaching			
Service/Outreach			
	Assistant [Title]	Associate [Title]	Full [Title]
Teaching			
Research or Scholarly/Creative Activity			
Service/Outreach			

SECTION 4: CURRICULUM VITAE – ALL TRACKS

Chronology of Education*

- ☐ All colleges and universities attended
- ☐ Institutions, degrees and dates awarded
- ☐ Title of doctoral dissertation/master's thesis *and* name of director/advisor
- ☐ Major field(s)

Chronology of Employment* *Include active Shared and/or Courtesy Appointments at UArizona.*

Honors and Awards*

Service/Outreach *Limit to period in current rank at the University of Arizona, up to 10 years.*

- ☐ Local/State Outreach
- ☐ National/International Outreach
- ☐ Departmental Committee(s)
- ☐ College Committee(s)
- ☐ University Committee(s)
- ☐ Other Committees (Internal or External)

Publications/Creative Activity* (Published or Accepted in Chronological Order)

*Place a * to the left of any publication title substantially based on work done as a graduate student.*
Place a ° by the name of co-authors who are undergraduate and graduate student advisees or postdoctoral mentees.
Provide English translations of titles for foreign publications. Include all publication information, including page numbers and the sequence of co-authors' names.

- ☐ Scholarly books and monographs (distinguish scholarly works from textbooks)
- ☐ Chapters in scholarly books and monographs
- ☐ Refereed journal articles, published or accepted in final form
- ☐ Other peer-reviewed publications

Other Scholarship*

- ☐ Abstracts
- ☐ Bibliographies
- ☐ Computer Programs
- ☐ Conference Proceedings
- ☐ Patents
- ☐ Policy Briefs
- ☐ Professional Pamphlets
- ☐ Open Access Databases
- ☐ Research Projects
- ☐ Other

Works in Progress*

Media

- ☐ Performances
- ☐ Exhibits
- ☐ Shows
- ☐ Recordings (audio/video)
- ☐ Expert Interviews

Conferences/Scholarly Presentations

Limit to period in current rank at UArizona, up to 10 years. Distinguish invited from submitted presentations.

- ☐ Colloquia
- ☐ Seminars
- ☐ Symposia
- ☐ Conferences

Community Presentations Related to Your Research or Teaching

Limit to period in current rank at UArizona, up to 10 years.

- ☐ This may include, for example, informal presentations not part of a planned educational program.

Awarded Grants and Contracts

Limit to period in current rank at UArizona, up to 10 years. List grant title, percent credit and percent FTE on grant; role [PI, Co-PI]; all co-PIs; source of funding or agency; years of funding; full funding amount with a breakdown of indirect and direct costs (indicate clearly how much funding comes to the University of Arizona and how much to your department.)

- ☐ Federal
- ☐ State
- ☐ Industry
- ☐ Private Foundation

Submitted Grants/Contracts

Limit to period in current rank at UArizona, up to 10 years. List grant title, percent credit and FTE funding on grant; role [PI, Co-PI]; all co-PIs; source of funding or agency; full funding amount; indirect and direct funding amounts. Please indicate if ‘pending’ or ‘un awarded’. Awarded grants are listed in the area above.

- ☐ Federal
- ☐ State
- ☐ Industry
- ☐ Private Foundation

****If a limit is not specified, the section is not limited to time in rank.***

Sections 4: CV Documenting Your Activities

Follow the required CV format exactly.

Certain areas of CV are limited to
period in rank
(no more than 10 years)

Publications/Creative Activity

- * indicate work done as a grad student
- ° indicate co-authors who were students or post-docs
- Include DOIs, hyperlinks ok too
- Please use *Forthcoming* instead of *In Press* – when accepted but not published yet
- Do not use *forthcoming* for work that has been submitted but not accepted
- For more info: [NIH](#) or [Inside Higher Ed](#)

Awarded Grants & Contracts

Please clearly indicate the following for funded grants:

- Your role/title on the grant, % credit, and % FTE
- Title of the grant and years of funding and P.I. names (if candidate is not the P.I.), and all Co-PIs
- Grant funder - Promotion Guidelines 2024-2025
- Total costs and direct costs (Indicate clearly how much funding comes to the University of Arizona and how much to your department)

Section 4A:

List of Collaborators

All individuals who you worked closely and directly with in the past FIVE years

- Co-authors of books, articles, publications, reports, abstracts, papers, awarded grants, or other projects
- Co-instructors
- Collaborators on tech transfer, start-up companies, other entrepreneurial activities
- Advisors (thesis, dissertation or post-doctoral), mentors or sponsors

This does not necessarily include all co-authors of mega-multi-authored publications unless there is a close working relationship.

This does not include editors of journals or books.

Use the Worksheet Template.

Section 4B:

Representative Work (optional)

- This is sent to external reviewers
- No more than 3-5 items that are accepted or published during the current rank
 - May include articles, abstracts, brochures, chapters, manuals, publications, slides, or recordings.
- Cover Page
 - Brief summary of why you chose to highlight this work
 - List of items chosen (include full citation)
- Student work is FERPA Protected – do not include faces/names unless it was part of a public performance
- Representative Work
 - Limit of 100 MB for each file
 - PDF is the preferred format
 - YouTube or Vimeo videos via URL can be included. See guidance in dossier template about how to add videos to your packet. (Do not include links to platforms or folders that track viewership – DropBox, GoogleDrive, etc.)

Section 5:

Candidate Statement

Tell the Story of Your Achievements and Impact

Watch the Promotion Workshop Specifically on the [Candidate Statement](#)

Reflect on what you do
and how you do it to
help characterize your
work

Connect across all
areas of workload

Impact & Significance
of Work

Be aware of audience

- External reviewers, department committee, department head, college committee, dean, University Committee, Provost

What might they need
to know that is not clear
in your CV and
teaching portfolio?

First paragraph and last
paragraph matter

Position your work and
key things that you are
known for

NO MORE THAN 5
PAGES

Section 5:

Candidate Statement

In Section 5 You MUST sign the attestation statement (this can go after the 5th page).

It must be for the correct track (!).

SECTION 5: CANDIDATE STATEMENT – CAREER-TRACK

Candidate Statement of Accomplishments and Objectives

*Statement is 3-5 pages. Attestation may be on the sixth page if needed, minimum **11-point font**.*

For advice on the Candidate Statement, see the [Guide to the Career-Track Promotion Process](#). Also, view our [Promotion Workshop Schedule](#) for the recorded workshop video for creating a Candidate Statement.

Candidates may also wish to consult the [Inclusive View of Scholarship](#) in the University's promotion criteria.

Signed Statement by Candidate on the **CAREER Track**

The candidate's signature should appear on the last page of Section 5 with the following statement:

Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the career track may lead to dismissal or suspension under ABOR Policy 6-201 J.

Section 6: Teaching Portfolio

(Only if teaching is relevant or part of workload)

Section 6A: Information on Teaching & Advising- *goes to all levels of review*

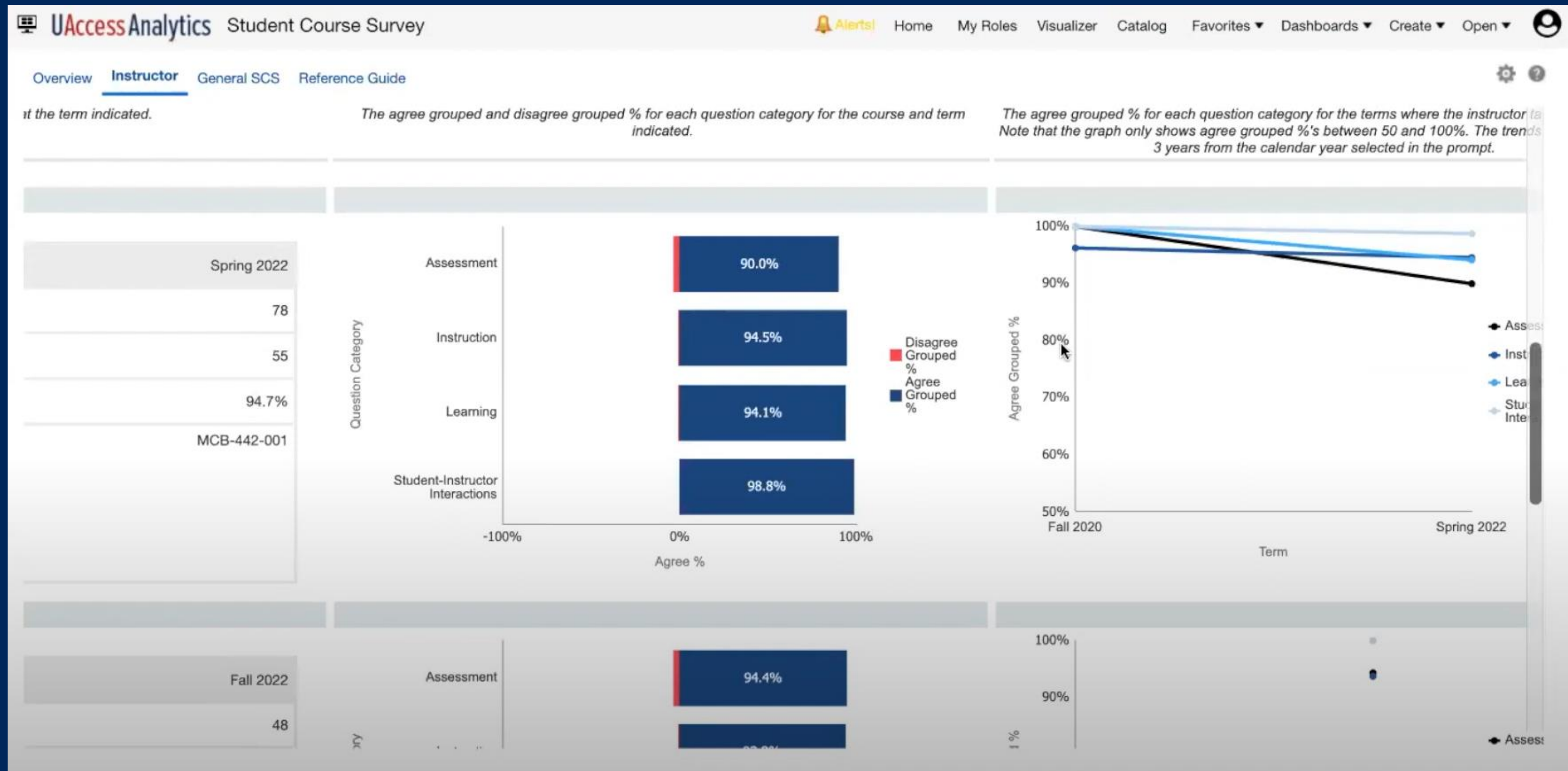
Section 6B: Supporting Documentation – *stays at department level review*

Tutorials for correctly downloading SCS and TCE

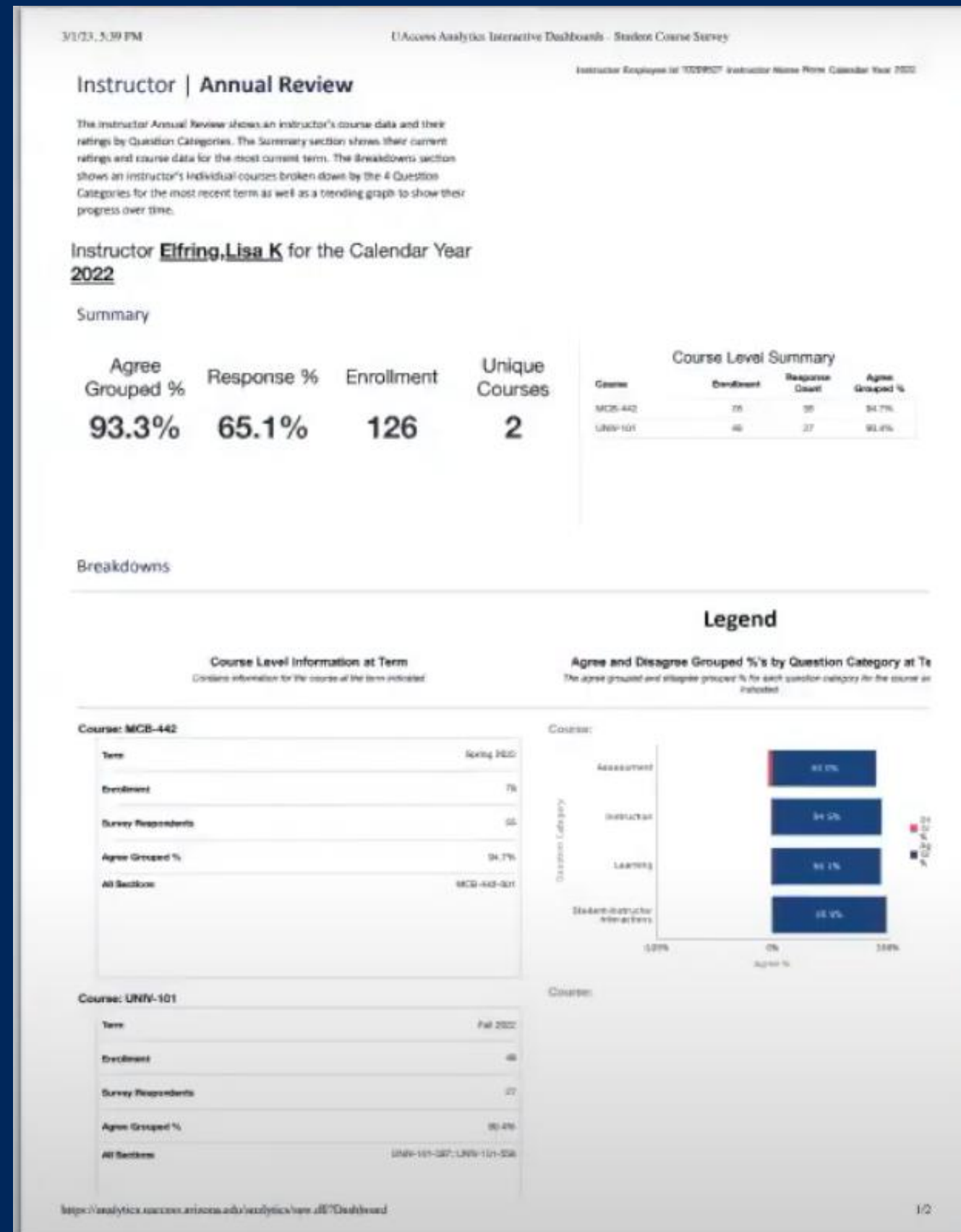
Additional Resources on how to CURATE Teaching Portfolios:

- [Brown University's The Teaching Portfolio by Hannelore B. Rodriguez-Farrar](#)
- [University Center for the Advancement of Teaching at Ohio State University's Teaching Portfolio Resources](#)
- [University of California, Berkeley provides detailed advice on each aspect of the teaching portfolio](#)
- [How to Write a Statement of Teaching Philosophy](#) by The Chronicle of Higher Education
- [Rubric for Evaluating Teaching Portfolios](#) from the University of Indiana
- More information is available at the University of Arizona's [Inclusive Teaching Practices](#) and the Yale Poorvu Center for Teaching and Learning's [Inclusive Teaching Strategies](#)

SCS Dashboard in UAccess Analytics



Printable SCS Summary Report



What **Do** SCSs/TCEs Measure?

Limitations of SCS and TCE

- Student experiences, perceptions, feelings, self-reflections on their effort and learning, self assessment on performance and expected grade, self efficacy, etc.
- SCSs/TCEs can measure students' perceptions of instructor and course effectiveness in support of their program completion and perceived learning.

- Student learning and grades.
- Research has found that the gender, ethnicity and sexual orientation of faculty have been associated with student evaluations.
- Student open-ended comments are summarized by departmental committee and not forwarded beyond the department.

SECTION 6A: INFORMATION ON TEACHING AND MENTORING

(*FORWARD* with the dossier for college and university review)

***Please limit to the period in current rank at the University of Arizona *except* for teaching awards and teaching grants.**

****Please do not include links to drives or folders that permit the track viewership activity (e.g., Dropbox, Google Drive, SharePoint, etc.)**

***Teaching Philosophy Statement (optional)** *Limit to a total of 3 pages*

***Extent of Teaching**

List of courses taught (**use the linked Excel table template provided**)

- Note the format(s) in which each course was taught: online, in person, or describe other modality.

***Course Descriptions**

Brief statements (2-3 sentences) on courses are useful to characterize student populations and instructional settings

***Student Feedback**

Candidates, departments or units should provide reports in the teaching portfolio. See [here](#) for more information.

Teacher Course Evaluation (TCE) Comparison Reports (only for courses before Fall 2019) Student

Course Survey (SCS) Responses (for courses in Fall 2019 and thereafter**)

****Student Course Surveys are not required in the promotion dossier from Spring or Fall of 2020**

- *Please note, you must use the SCS Dashboard in UAccess Analytics to download Student Course Survey reports formatted for the P&T dossiers.*
 - *Please view the brief video tutorial that details [how to download the Student Course Surveys \(SCSs\) reports formatted for P&T dossiers](#). Please note, this Analytics dashboard is **new** for the 2024-25 review cycle.*
 - *Please view the brief video tutorial that details [how to download the Teacher Course Evaluations \(TCEs\) reports collected before Fall 2019](#).*
 - *Please ensure that the students' open-ended responses are **NOT** included in this section.*

***Individual Student Contact:**

Collaborations with undergraduates and graduates on research projects Mentoring

(**use the linked Excel Mentoring table template provided**) Career counseling

Participation in honors program

Faculty advising of clubs and associations

Off-campus internships, service learning and other engagement activities Clinical instruction

Independent studies directed and in progress

Theses directed and in progress, and year of graduation Dissertations

directed and in progress, and year of graduation Service on other

dissertation and graduate committees

***Contributions to Instructional Innovations and Collaborations**

Teaching workshops attended or delivered

Development of new course materials and/or revision to new teaching format

Collaborations on curricular and outcome-assessment committees

Scholarship/Research on curriculum and pedagogy that contributes to the candidate's or others' improved teaching and learning

***Teaching Awards and Teaching Grants**

Department and college

National and international

University

Grants for teaching innovations

***Peer Observations (optional)**

Candidates may **include any previous teaching observations that were *not done*** for promotion review. At least one peer observation is done at the time of promotion review and is included in Section 9 and is organized by the department/unit committee, not the candidate.

Please embed Course Spreadsheet and Mentor Matrix within PDF rather than as separate documents.

Candidate's Name:

[illegible]

Candidate's Name:

[illegible]

Only include more formal mentoring relationships, such as:

- **Mentor** – shares disciplinary and institutional knowledge, and provides individualized guidance.
- **Sponsor** – expands mentee’s visibility, advocates for them, nominates and promotes mentee for awards.
- **Coach** – provides guidance and helps mentees reach their full potential.
- **Advisor** – offers value by giving specific feedback about specific questions.
- **Role Model** – serves as an example whose behaviors or successes are looked up to and imitated.
- **Confidant** – someone mentees can trust and feel free to be their authentic self with, who appreciates and motivates the mentees, who provides unconditional support and who will tell the truth (even when it is hard to hear).
- **Ally** – advocates for mentees, gives credit for achievements, and actively partners with the mentees.

Section 6B: Optional

Supporting Documentation Teaching Portfolio

Cover Page

- List all attached documents and brief rationale for including each one

Considerations

- Selected syllabi
- Selected major assignments
- Rubrics for assessment
- Curricular reviews or other contributions to scholarship of teaching
- Open-ended comments from SCS and TEC
 - How to download comments [here](#)
- Student letters about the courses
- Selected samples of student products (names/IDs removed)No faces or identifying information if including photos or videos

Do NOT include: Links to drives or folders that allow tracking of viewership (e.g. Dropbox, Google Drive, SharePoint, etc.)

SECTION 7: Leadership/Service/Extension PORTFOLIO

Optional

- Complete this section if a significant portion of your workload is dedicated to administrator or service
- Complete this section if you have made significant contributions or impact in the areas of service or innovation
- Document impact, effectiveness, examples of work, evaluations of work, leadership activities
- Start with a cover page that describes content and rationale for inclusion
- Include job descriptions or leadership roles

Section 7B:

Supplementary Documentation

Documentation of Impact & Significance

Full Assessment plan with metrics and longitudinal data where appropriate

News reports on the program and related contributions

Grants secured to support or build on the program

Related service contributions

Contracts to support contributions

Adoptions of programs and materials by other institutions or groups

Section 7B:

Supplementary Documentation

Examples of Evidence

- Leadership activities in any area of workload (description or evidence of new programs or scaling up/uptake of programs created).
- Collaborations with business and community partners
- Tech transfer
- Commercialization activities
- Translational research
- New technology, websites, apps
- Instructional guides, guides, binding guides, assessment reports
- Documentation of use and impact of materials
- Exhibits, companion pieces, companion guides
- Resources for community, businesses, or disciplinary associations
- Newsletters, pamphlets, articles for popular or special interest publications
- Technical reports or presentations
- Articles for instructional materials
- Media/news reports
- Community-engaged activities representing your expert role
- Speaker at community events on your field/discipline
- Serving on advisory boards for local groups to represent your field/discipline
- Technical assistance
- Expert testimony
- Service learning outside of credit-bearing courses
- Patient, clinical, diagnostic services

Section 8 and 8A (*optional*)

Membership in GIDP

Section 8: Brief description of GIDP membership and interdisciplinary programs/initiatives prepared by the candidate

Section 8A: Evaluations of GIDP membership contributions prepared by the Chairperson of the GIDP (solicited and added by Department Head – not candidate)

Both sections 8 and 8A are ***required*** if this section is included

Section 9A:

Evaluative Peer Observation of Teaching (only if relevant to workload)

Coordinated by the department head

At least one evaluative peer observation of teaching

Completed during the year before promotion cycle or semester of the promotion review

Completed by a faculty member of the same track and at least one rank above the candidate

Section 9A: Peer Observation of Teaching for Promotion and Tenure Review

In Person Teaching

Peer Observation of Teaching is coordinated by the candidate’s Department Head/Director. They will identify an observer of the appropriate rank and title and request an observation in the Spring or Fall semester of the submission of the packet. The Department Head will pass on relevant information and class materials to the observer. The observer will use this template to complete their review and submit it to the Department Head/Director by the date set in order to include it in the review by the Departmental Review Committee. Similar to the Student Course Survey, this form includes review criteria in four key areas: ***Instruction, Assessment, Learning, and Student Instructor Interactions***. These items are based on best practices for promoting student learning. We recommend that reviewers cite specific evidence for all the criteria. If you have any questions about the peer observation of teaching, please contact Dr. Lisa Elfring with UCATT at elfring@arizona.edu.

Name of Observer:
Title and Rank of Observer:
Department:
College:

Name of Candidate Under Review:
Title and Rank of Candidate:
Department:
College:

Class Observation Details

Title of Class:
Class Catalog Number:
Brief Description of Class:
Class Enrollment:
Number of Students in Attendance on Day of Observation:
Date of Observation(s):

Catalog Modality for the Class:

- ☐ In Person
- ☐ Hybrid/Blended
- ☐ Other (please specify):

Catalog Characterization for the Class:

- ☐ Colloquium
- ☐ Discussion
- ☐ Independent Study
- ☐ Laboratory
- ☐ Lecture
- ☐ Seminar
- ☐ Studio
- ☐ Workshop

☐ Other (Please specify):

Materials Reviewed for this observation:

- ☐ Course
- ☐ D2L Site (Candidate should provide “Guest” access)
- ☐ Handouts
- ☐ Presentation Slides
- ☐ Student Projects/ Assignments
- ☐ Syllabus

☐ Worksheets

☐ Other (Please specify):



Categories and Criteria	Evidence	Comments
Instruction		
<ul style="list-style-type: none">• The course D2L site is organized to promote learning and course navigation. For example, there should be clear organization of course materials; clear and consistent due dates for assignments/ quizzes.• Clear expectations for course policies and procedures provided in syllabus and other course documents.• Provided opportunities for students to apply content during the class (e.g., problems, case studies, practice with feedback provided).		
Assessment		
<ul style="list-style-type: none">• Asked students to generate their own explanations and explain their thinking.• Asked questions that required varying levels of thinking (recall, comprehension, application, analysis, evaluation, synthesis).• When appropriate, encouraged students to move to higher levels of thinking.• Syllabus shows that the course includes frequent, low-stakes assessments throughout the term in addition to higher-stakes assessments.		
Learning		
<ul style="list-style-type: none">• Learning goals for the class session were explicit and well aligned with class activities.• Students were encouraged to analyze and/or apply the concepts and skills taught in the course.• In-class activities helped students connect concepts and skills to the world around them.		
Student-Instructor Interactions		
<ul style="list-style-type: none">• The instructor treated students with respect, demonstrating flexibility and compassion during the class session.• Created opportunities for all students to ask questions or participate in class activities, projects, or assignments.		



Summary Questions

Please provide a brief summary of 500 words or less, of your overall assessment of the candidate's quality of teaching for promotion or tenure review. Consider the following prompts to guide your response; formal responses are not required for each prompt:

- What were the instructor's major teaching strengths demonstrated in this class session?
- What did the instructor do during the class session to engage students in learning important content?
- What did the instructor do during the class session to assess students' learning of important content (informally or formally)?

Please return the form to the candidate's **Department Head** upon completion.

SECTION 9B: NOMINATION FORM FOR THE PROVOST AWARD FOR INNOVATIONS IN TEACHING

Departmental committees complete this form to **nominate a candidate** for the Provost Award for Innovations in Teaching for candidates who have made significant contributions to innovation in teaching. Candidates will NOT be considered for this award without this nomination form. This award is only available for candidates going through the promotion process. (Retention review (aka “third year review”) candidates are not eligible.)

Criteria for nomination that can be highlighted in the nomination form include the following types of innovations or recognition of innovation:

- Innovative teaching strategies;
- Active learning strategies and other evidence-based instructional practices;
- Well-structured course syllabi with defined learning outcomes;
- Inclusive teaching strategies and course content to address diverse learning styles and experiences;
- Development of new cutting-edge courses, new content or new pedagogy;
- Involvement in workshops and collaborative reforms of teaching;
- Innovation of collaborative learning spaces;
- Leadership in faculty learning communities;
- Impactful student evaluation and comments for student learning, achievement, and outcomes;
- Teaching awards, grants, and other recognized achievements in teaching; and
- Effective mentoring and advising, including collaborations with students from diverse backgrounds.

Candidate’s name: _____

Nomination form is being competed by: _____

Why are you nominating this individual? (Cite criteria in box below)

Section 10:

External Reviewers and Collaborators

Organized by Department Head

Evaluation & Committee Review Considerations

Evaluation Considerations

Workload Distribution

- Alignment of workload to weighting of expectations for evidence and evaluation
- Candidates may have workload changes over the past 5-6 years

Pandemic Statement

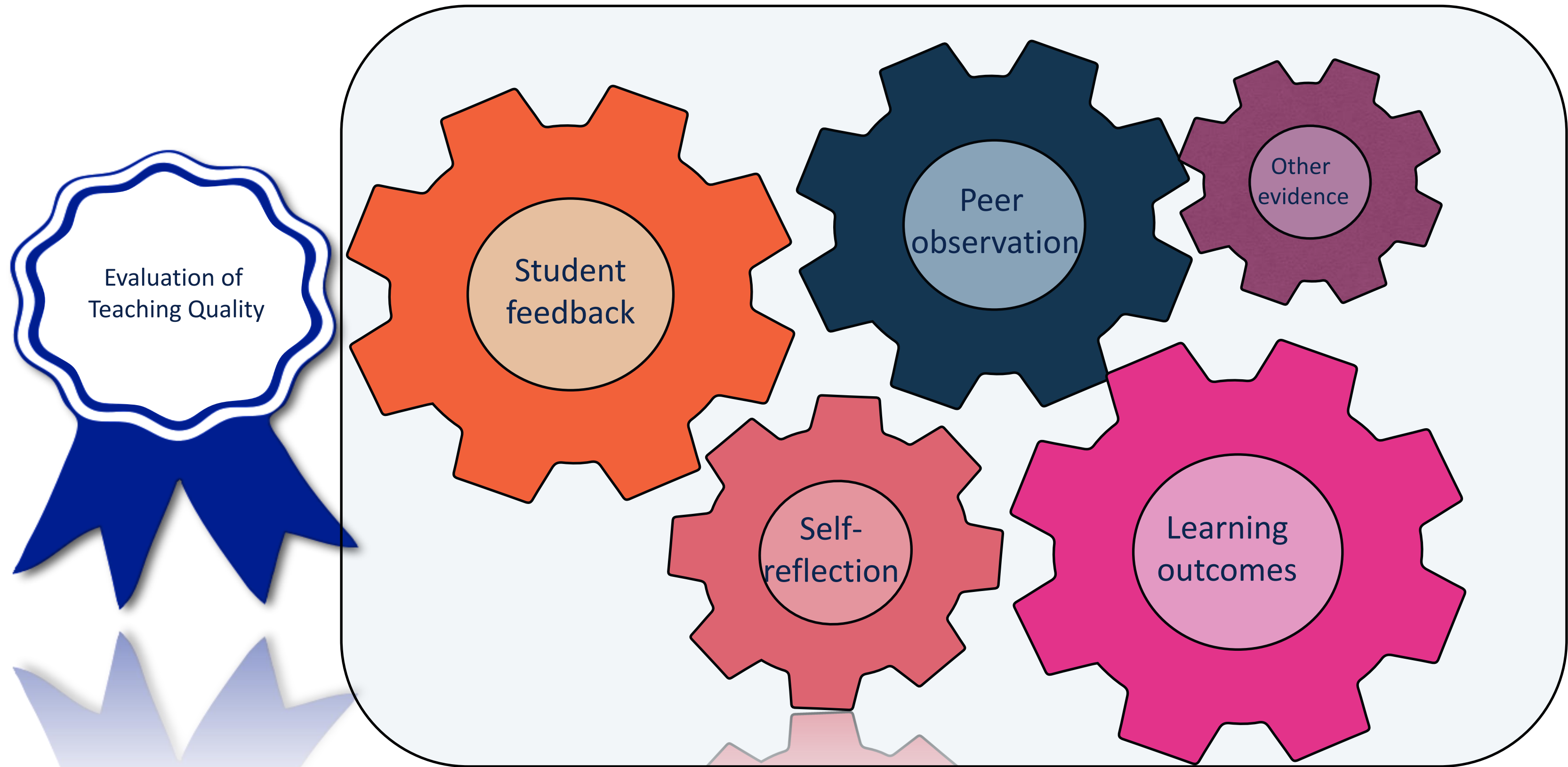
Unit Criteria for Promotion

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

College Criteria for Promotion

University Criteria for Promotion

- Inclusive Scholarship



Ten Tips for Successful Promotion

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



Track Achievements in
Detail in the Format
Required



Seek Out Faculty
Guidance on
Promotion and Look
at Examples of
Dossiers



Identify One or More
Mentors and Meet
with Them Regularly



Ensure Your Personal
Statement
Emphasizes Your
Achievements and
Explains Gaps



Seek Feedback and
Have Your Dossier
Reviewed by Senior
Colleagues

The Faculty Affairs Team

facultyaffairs.arizona.edu



Dr. Andrea Romero
Vice Provost



Jennifer Martin
Interim Assoc. Vice Provost



Dr. Adrián Arroyo Pérez
Assoc. Director



Tara Chandler
Assist. Director



Kim Rogan
Program Manager



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