

2024-2025 Cycle Tenure-Track Faculty Promotion Workshop

Andrea Romero, Ph.D. Vice Provost for Faculty Affairs January 2024

The University of Arizona

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**



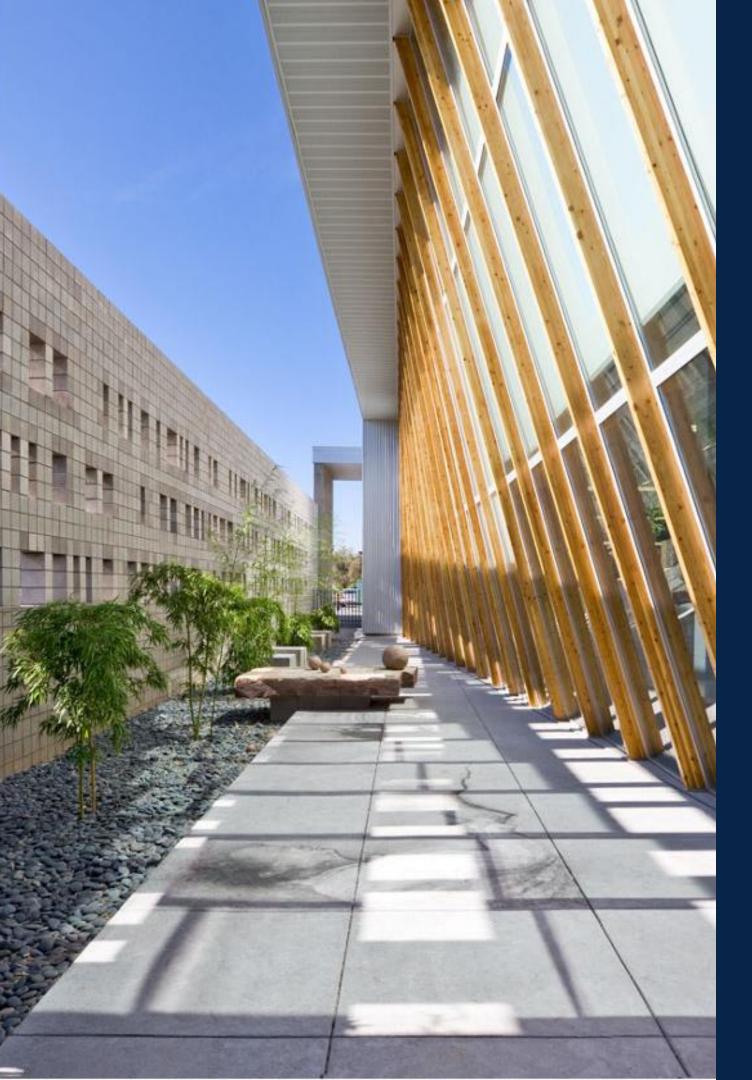
FACULTY AFFAIRS MISSION STATEMENT

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

- equity and impact.
- We aspire to high levels of accountability, efficiency, and transparency.
- and contributions of faculty.

• To nurture a humanistic approach to faculty activity that fosters excellence,

• To promote understanding of the role

 To adhere to the fundamental values of our land grant institution and R1 status.



- Faculty Affairs Introduction
- 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**

AGENDA

Promotion Workshops, Policy & Process



University of Arizona Workshops, Policies & Process



2024-2025 Promotion Cycle Workshops & Resources



PROMOTION DOSSIER TEMPLATES AND INSTRUCTIONS

GUIDE TO 2024-2025 **PROMOTION FOR TENURE-TRACK** FACULTY







ADDITIONAL RESOURCES FOR FACULTY ON OUR WEBSITE

University Handbook for Appointed Personnel

Tenure-Track <u>UHAP 3.3</u>

Continuing Status UHAP 4A.3

Faculty Affairs Policies & Resources

facultyaffairs.arizona.edu/about-promotion

- Inclusive View of Scholarship
- Guide to Promotion
- Promotion Clock
- Promotion Criteria by College
- Continuing Status and Promotion
- Promotion and Tenure
- 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. <u>ARS §15-1601(B)</u> and our <u>Guidelines for Shared Governance: Memorandum of Understanding</u> 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 \bullet • Value all voices
- Integrity and established standards ullet• Fairness & honesty, avoid conflict of interest
- Good stewards of university resources \bullet
- Safe environment for all who work with us • No discrimination, harassment, intimidation, inclusive \bullet
- Academic freedom and freedom of speech • Opposing views, critical thinking, scholarly rigor \bullet
- Instructional commitment Curiosity, student belief in their own ability \bullet
- Commitments to research, scholarship & creative \bullet activities
 - New knowledge that challenges our thinking ullet
- 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
- to reach positive outcomes and funding
- communities
- **University of Arizona Values**

- **Hispanic Serving Institution Designation**
- backgrounds
- Seal of Excelencia

Large data science and collaborative science New demands for scholarly transparency and accountability in midst of hyper-competitiveness and haste Public scrutiny of relevance of scholarship Widespread calls for scholarship of relevance to diverse

Land Grant Mission to serve local students Extend knowledge from campus to local region Dedication to excellence in serving students of all



National Efforts for Inclusive Scholarship, Publicly-Engaged Scholarship, and Broader Impacts Scholarship

impacts

UArizona is part of this coalition of over 65 universities

Community Engagement

Declaration on Research Assessment (DORA) improves ways in which research is evaluated

Broadening Conceptions of Scientific and Scholarly Productivity: Improving openness, inclusion and impact Initiative from the Council of Graduate Studies – American Educational Research Association (AERA)

- PTIE Coalition broadens criteria to be inclusive of innovation and entrepreneurship
- <u>American Public Land Grant Universities</u> (APLU) Modernizing scholarship Supported by the Rita Allen Foundation, the Kavli Foundation, the Bourroughs Wellcome Fund, APLU, and the University of Michigan as part of the Civic Science Fellows Program, APLU and the University of Michigan, Council on Research, Food, Agriculture & Natural Resources, and the Commission on Economic and



On-going Efforts at University of Arizona

- 2022 Promotion and Tenure Criteria Workgroup <u>Report</u>
- Suggested Revisions to the P&T Process
- Suggested Revisions to P&T Dossier
- Topics Covered
 - **1.** Collaborative Activities and P&T
 - 2. Inclusive View of Scholarship
 - 3. Open Access Scholarship
 - 4. Community Engagement in the Promotion & Tenure Process
 - 5. Hispanic Serving Institution servingness to students
 - 6. Summary of Discussion

Workgroup <u>Report</u> ess



Promotion & Tenure Process rvingness to students



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 \bullet 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 \bullet 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. \bullet 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 \bullet 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.



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 learnerpaced (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.



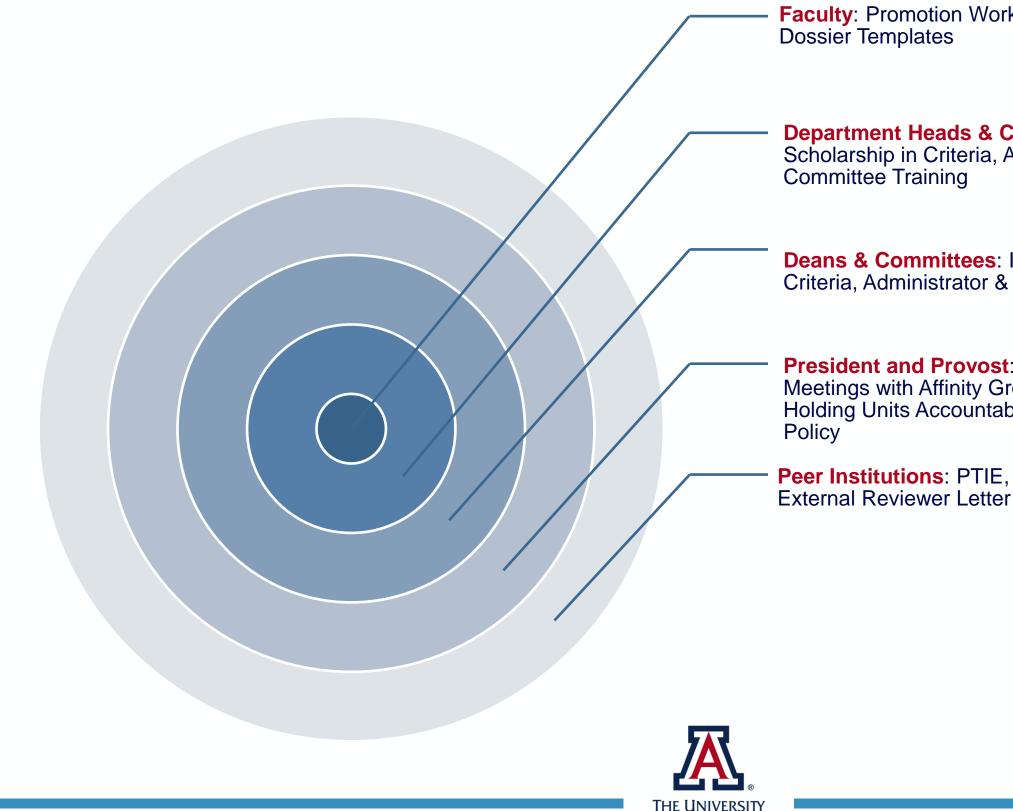
Publicly Engaged Service

- Type 10. Service—technical assistance, expert testimony, and legal advice. Provision of university-based knowledge or other scholarly advice through direct interaction with nonuniversity 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 ٠ 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 ۲ 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



OF ARIZONA

Faculty: Promotion Workshops, Mentoring,

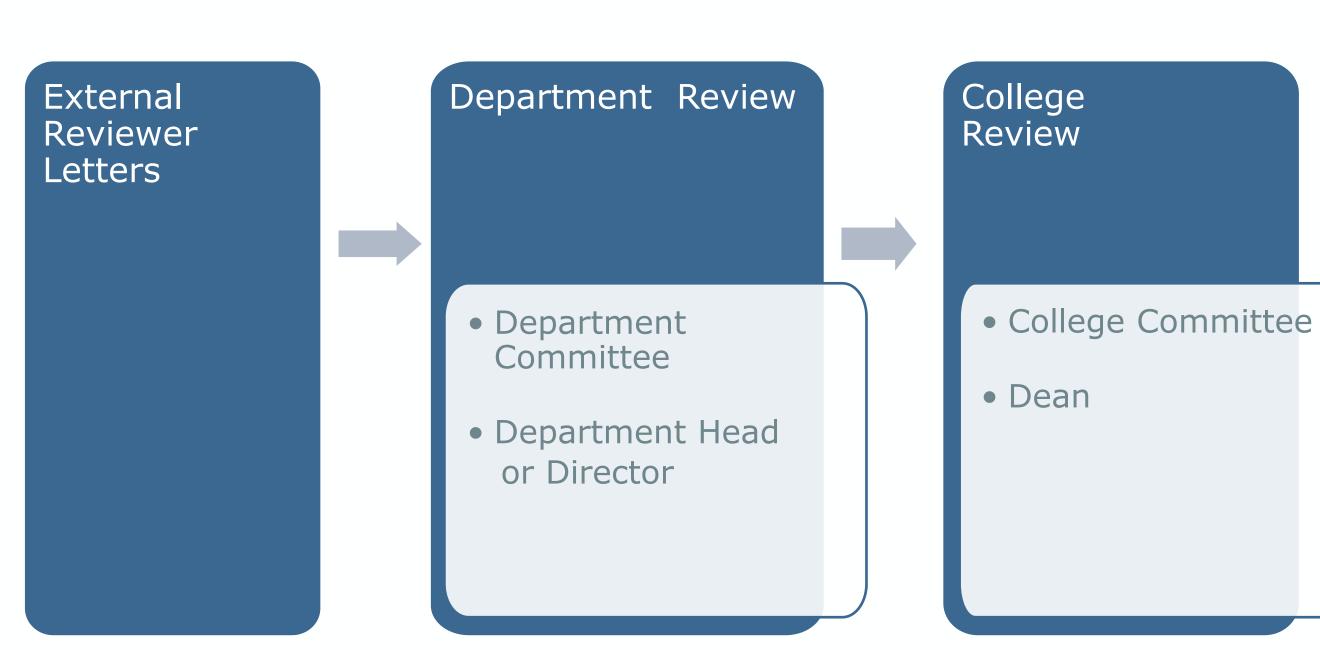
Department Heads & Committees: Inclusive Scholarship in Criteria, Administrator & Review

Deans & Committees: Inclusive Scholarship in Criteria, Administrator & Review Committee Training

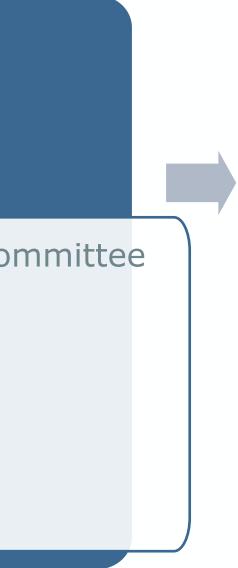
President and Provost: Visible Messaging, Regular Meetings with Affinity Groups, Data & Reports, Holding Units Accountable, Inclusive Scholarship

Peer Institutions: PTIE, APLU, WICHE, Modified

The Promotion Review Process **Levels of Reviews**







University Review

- University Committee
- Provost

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.





Impartial Reviews are Fundamental to the Rigor of the Process

Reviewers must be Independent or Arms-length

Conflict of Interest Considerations for the Candidate

Co-authors on publications or collaborators on grants within the past five years.

Personal or financial connections.



Dissertation Chair, Post-doc advisor, mentors, coinstructor, close co-worker in lab.

External Reviewers

Collaborators

Coordinated by Department Head Minimum 3 external letters No more than half of external reviewers can come from candidate list Peer institutions prioritized

role in collaboration and contributions

Not for evaluation

- Must be at least one rank above candidate

- Coordinated by Department Head but not required
- Collaborator letters can provide letters to understand



Peer Institutions

	institution			
INSTITUTION	AAU	MED SCHOOL	PAC 12	LAND-GRANT
The University of Arizona	X	X	X	X
Arizona State University			X	
University of California, Berkeley	X		X	X
University of California, Davis	X	X		X
University of California, Los Angeles	X	X	X	
Stanford University	X	X	X	
University of Southern California	X	X	X	
University of Colorado, Boulder	X		X	
University of Florida	X	X		X
University of Illinois at Urbana-Champaign	X	X		X
University of Iowa	X	X		
University of Maryland, College Park	X			X
Michigan State University	X	X		X
University of Minnesota, Twin Cities	X	X		X
University of North Carolina at Chapel Hill	X	X		
Ohio State University	X	X		X
University of Oregon		X	X	
Oregon State University			X	X
Pennsylvania State University	X	X		X
University of Texas at Austin	X			
Texas A&M University	X			X
University of Utah		X	Х	
University of Washington	X	X	X	
Washington State University			X	X
University of Wisconsin, Madison	X	X		X

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
- Share candidate's list of external reviewers \bullet
- Share list of collaborators (Section 4A)
 All co-authors in the past five years (unless arms-length)
 All P.I.'s/Co-P.I.s in the past five years

 - Dissertation/Post-doc Mentors, advisors, or chairs
 - Co-instructors
- Personal or financial obligations
- Agree on deadline for submission of materials to be sent to external reviewers •
- Candidate prepares Section 1,2,2A, 3, 4,4A, 4B, 5, 6, 7 (optional), 8 (optional) \bullet



Section 4A: Template for Collaborator List

Candidate's Name:				
Collaborator's Last Name	Collaborator's First Name	Institution Organization	Collaboration Type	<u>Brief</u> Description of Collaboration
(Example) Wildcat	Dr. Wilbur	University of Example	Co-Author	Co-author on publications, articles, abstracts and manuscripts.



Department Head Process

Meet with candidate Spring before submission

- Confirm submission dates
- Receive collaborator list
- Receive conflict of interest names both internal/external \bullet
- Confirm and sign Section 1, Section 2 \bullet
- Discuss plan for peer observation of teaching \bullet
- Confirm if GIDP evaluation is needed \bullet

- Confirm departmental committee has no conflict of interests Check with Associate Dean for Col with College Committee \bullet Identify appropriate peer reviewer for teaching observation and set up teaching ullet
 - review with appropriate forms

Manage external reviewer process and forms Manage collaborator letters and forms

- 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 \bullet
- \bullet Provide notification to candidate when dossier is moved to college level



What Can You Do To Ensure Fair Reviews?



Maintain confidentiality in process

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



The Promotion Dossier





The 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	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 (from Internal Reviewers)	Dept., College & Univ. Levels

2024-2025 Promotion Dossier Templates:

1. 2024-2025 Guide to the Promotion Process for Continuing Status and Tenure-Track Faculty.

2. 2024-2025 Guide to Career-Track Promotion

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

Promotion Dossier Templates and Guides

Templates and Guides are often Track-Specific

Tenure-track and Continuing-track submission deadline is Friday, January 17, 2025.

Career-track submission deadline is Friday, December 13, 2024.

Section 1: Summary Data Sheet

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

Check that the correct boxes have been selected.

It is important to know if this is a mandatory year for review.

This is sent to external reviewers.

SECTION 1: SUMMARY DATA SHEET

DATE: NAME: PREFERRED PRO CURRENT TITLE HOME DEPARTI COLLEGE:

CAMPUS ADDR

SHARED APPOI SHARED: THE CANDIDAT

TERMINAL DEG

MONTH/YEAR

FINAL YEAR OF TENURE-ELIGIBLE (TE) ON YEARS IN CURR

TITLE FOR WHI

TITLE SERIES:

REVIEW TYPE: TITLE:

EMPLOYMENT INSTITUTION

EMPLOYMENT INSTITUTION

PROMOTION AND TENURE 2024-2025

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		NO OR MORE DEPARTMENTS. INCLUD	APPENDIX A: CHECKLIST FOR SHARED APPOI	NTMENTS
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TENURE	ELIGIBILITY:			
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SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT - TENURE-TRACK AND CONTINUING TRACK

FOR:

DEPARTMENT/SCHOOL OF:

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Teaching%								
Research, Scholarship and Creative Activity%								
Service% Internal and External								
Administrative Service%								
Clinical Service%								
Extension%								
Other Professional Activities% Name and see below to describe activity. (For CE and CS only.)								
Clock Delays or Leave(s)*								
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, but do include percentages for years with clock delays or sabbatical leave to recognize candidates' assigned duties. Use an asterisk next to the years with delays. List sabbaticals as "SABB," leaves without pay as "LWOP," and clock delays as "CDL" in the "Clock Delays or Leave(s)" row. This table can be modified if there is a need to include more years in rank.

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/ unit. Do not list specific course numbers, student names, etc. This section should be non-evaluative.

Requirements to meet departmental expectations for RESEARCH, SCHOLARSHIP or CREATIVE ACTIVITY: 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. This should be non-evaluative

Requirements to meet departmental expectations for SERVICE:

Example: 20% service, which includes service to the department/unit 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. This sections should be non-evaluative.

assigned during their current rank, please see note below following "Additional Pages Attached"):

CANDIDATE'S SIGNATURE

DEPARTMENT HEAD'S SIGNATURE

Additional Pages Attached Dossier preparation for continuing-eligible or continuing status positions REQUIRES the official position descriptions assigned during current rank.

- Include all years in rank, even if need to modify table to add years
- Each column should add up to 100%
- Indicate sabbaticals or tenure-clock delays (no need for reason)

FTE:

Requirements and description for ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION and OTHER PROFESSIONAL **ACTIVITIES** (It is required for continuing-eligible and continuing status positions to include the official position description(s)

This section should be non-evaluative. Use Appendix A for Shared Appointments and Appendix C for participation in GIDPs and other interdisciplinary units.

DATE

Prepared and Signed by Department/Unit Head. Signed by the Candidate

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



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 % Internal and External			
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

SIGNATURES – SECONDARY UNIT

DEPARTMENT HEAD'S SIGNATURE

PRINT NAME

DATE

DATE

Reviewed 2/17/2024

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



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



COVID-19 Pandemic Changes to Dossier

- Peer Institutions Agreed Upon Changes
 - Pandemic Statement required for all
 - COVID-19 considerations for External Reviewer Letters
 - No student course surveys during Fall or Spring 2020
 - Minimum of two clock delays are typical for most tenure-eligible faculty during this period
 - Reviewer training includes pandemic/covid-19 considerations



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 & Impact

- Systemic influences affected the work experiences of women and BIPOC individuals during the pandemic
- issue
 - Concerns about underreporting in COVID-19 statements
- UArizona COVID-19 Instructor Survey
 - Reports:
 - https://facultyaffairs.arizona.edu/facultyreports-and-data

Caregiving has been a very prominent





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?

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.



Starting Point For The Honest Conversation 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?

(Malisch, et al., 2020)

Section 3: Department and College Promotion Criteria

(One Page Matrix/Brief Version) (Full Set of Guidelines is permitted if helpful)



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 onepage matrix.



Teaching

Service/O

Teaching

Research Scholarly Activity

Service/O

CRITERIA FOR CAREER TRACK PROMOT

	SUMMARIZE CRITERIA FOR EACH CARE	ER TRACK PROMOTION TITLE	
	Lecturer	Senior Lecturer	Principal Lecturer
g			
5			
Outreach			
	Assistant [Title]	Associate [Title]	Full [Title]
-			
5			
h or y/Creative			
Outreach			

IMMARIZE CRITERIA FOR FACH CAREER TRACK PROMOTION TITL

SECTION 4: CURRICULUM VITAE – ALL TRACKS

Chronology of Education*

All colleges and universities attende

- 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	f Arizona, up to 10 years.
---------------------------	------------------------	----------------------	----------------------------

Local/State Outreach		Colle
National/International Outreach		Unive
Departmental Committee(s)	\Box	Othe

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 Conference Proceedings Professional Pamphlets Bibliographies Patents Open Access Databases Computer Programs Policy Briefs Research Projects
Works in Progress* Media Performances Exhibits Shows Recordings (and 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 prog
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, source of funding or agency; years of funding; full funding amount with a breakdown of indirect and direct costs (indicate c funding comes to the University of Arizona and how much to your department.) Federal State Industry Private Foun
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, source of funding or agency; full funding amount; indirect and direct funding amounts. Please indicate if 'pending' or 'un aw grants are listed in the area above.
Federal State Industry Private Foun
*If a limit is not specified, the section is not limited to time in rank.

Other

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ndation

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Prepared by the Candidate

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

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

• * 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: <u>NIH</u> or <u>Inside Higher Ed</u>



Inclusive Scholarship Considerations

Include patents & tech transfer **—**



Research funded by community partners, foundations, government, or similar

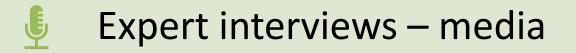
Community-responsive or community-based research or inquiry funded by community partner



Research or inquiry that generates new knowledge to address practical problems



Original creations of literary, fine, performing or applied arts or other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience



For more information: <u>facultyaffairs.arizona.edu/universitys-inclusive-view-scholarship</u> 9

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

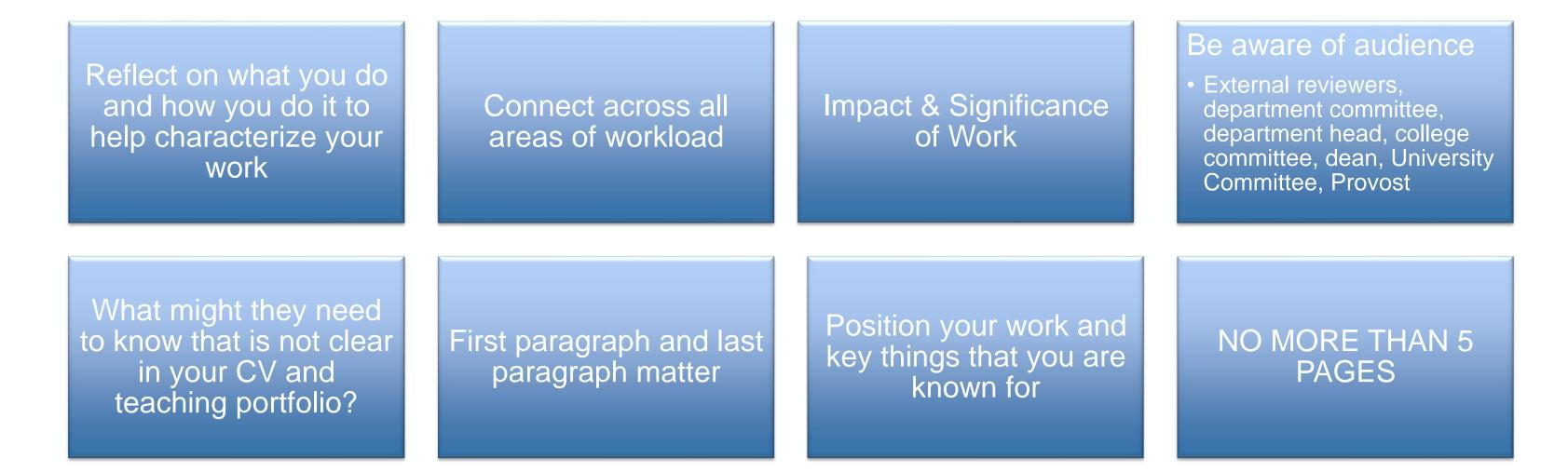
- This is sent to external reviewers
- No more than 3-5 items that are accepted or published during the current rank
 - May include articles, abstracts, brochures, chapters, manuals, publications, slides, or recordings
- Cover Page •
 - Brief summary of why you chose to highlight this work
 - List of 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** lacksquare
 - 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 \bullet 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 <u>Candidate Statement</u>





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 (!).

Signed Statement by Candidate on the TENURE 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 tenure track may lead to dismissal or suspension under ABOR Policy 6-201 J.



Section 6:Teaching Portfolio

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 lacksquare
- University Center for the Advancement of Teaching at Ohio State University's Teaching Portfolio Resources ullet
- University of California, Berkeley provides detailed advice on each aspect of the teaching portfolio \bullet
- How to Write a Statement of Teaching Philosophy by The Chronicle of Higher Education \bullet
- Rubric for Evaluating Teaching Portfolios from the University of Indiana lacksquare
- More information is available at the University of Arizona's Inclusive Teaching Practices and the Yale Poorvu Center for ulletTeaching and Learning's Inclusive Teaching Strategies





SCS Dashboard in UAccess Analytics

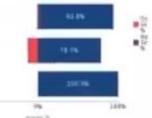
PUAccess Analytics Student	Course Survey	4	Alerts Home My	Roles Visualizer Catalog	Favorites 🕶 Dashboards 🕶 Create 🕶 Open 🕶 🥹
Overview Instructor General SCS I at the term indicated.	Reference Guide The agree grouped and disagree gr	ouped % for each question category fo indicated.	r the course and term	Note that the graph only sh	each question category for the terms where the instructor ta ows agree grouped %'s between 50 and 100%. The trends rears from the calendar year selected in the prompt.
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78 55	Instruction Category	94.5%	Disagree Grouped % Agree	% pednoog 80% 70%	 Asses: ■ Inst ■ Lea
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	Assessment	04.4%		100%	•
Fall 2022 48	Assessment	94.4%		90% ~	▲ Asses:

Printable SCS Summary Report

	eractive Dash	boanis - Student C	ORDE SERVEY					3/1/23, 5:39 PM
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Quantum Test

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What Do SCSs/TCEs Measure?

Limitations of SCS and TCE

Student experiences, perceptions, feelings, selfreflections 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
- University

*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.

National and international Grants for teaching innovations

Candidate's Name:									
Course Name	Course Number	Format	Semester(s) Taught	Co-Taught?	Co-Teaching Percent Effort	Last Academic Year Taught	Total Number of Semesters Taught	Student Enrollment # Last Semester Taught	
(For example) Introduction to Biology	MCB 181R	InPerson	Fall and Spring	Yes	50%	2023-24	4	103	

Candidate's Name:

Student's Last Name	Student's First Name	Undergraduate, Graduate or Post Doc	Home Department	Semester/Yr Start	Type of Mentoring	Your Role (primary advisor, mentor in specific area, etc.)	Student or Postdoc Role (participant in research lab, teaching assistant, etc.)	Publications/Creative Scholarship As Co-	# Years Funded on Grants by Advisor	Other Outcomes (e.g., graduation)
										
										<u> </u>
Office hours for classes sl	nould not be listed.									

Only include more formal mentoring relationshiops, 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.

• **Doach** – 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 \bullet
 - Selected major assignments \bullet
 - **Rubrics for assessment** \bullet
 - Curricular reviews or other contributions to scholarship of teaching \bullet
 - Open-ended comments from SCS and TEC
 - How to download comments here
 - Student letters about the courses \bullet
 - Selected samples of student products (names/IDs removed)No faces or identifying information if \bullet 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 PORTFOLIO

(stays at departmental level)

- innovation
- rationale for inclusion

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

Document impact, effectiveness, examples of work, evaluations of work, leadership activities

Start with a cover page that describes content and

Include job descriptions or leadership roles



Section 7B: Supplementary Documentation (not forwarded) 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 (not forwarded) 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 Expert testimony
- 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
 - Service learning outside of creditbearing 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

- 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



ster of the promotion review ost 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 and 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:

□ Lecture	
🗆 Seminar	
\Box Studio	
\Box Workshop	
n:	
Presentation Slides	
Student Projects/	
Assignments	
\Box Syllabus	
	 Seminar Studio Workshop Presentation Slides Student Projects/ Assignments

Other (Please specify):

Worksheets Other (Please specify):

Page **1** of **3**

Categories and Criteria	Evidence	Comments
Instruction	1	
 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		
 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		
 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		
 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. 		



University Center for Assessment, Teaching & Technology

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)?



University Center for Assessment, Teaching & Technology

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



The Provost's decision may be appealed, as detailed in <u>UHAP 3.3.02.e</u> and <u>UHAP 4A.3.02</u>.

Appeals to the President must be made in writing within 30 days of the Provost's decision.

Access to redacted dossier for purposes of appeal is provided following the Provost's Office protocol.

The President's decision is final, **except** in cases of discrimination or unconstitutional violations of due process.

Information on Appeals to the Committee on Academic Freedom and Tenure found <u>here</u>

APPEALS OF PROMOTION DECISIONS



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



Committee Review

Full and complete dossier

All aspects, including teaching observation & external reviewers ullet

Workload

Promotion Criteria

Section 6B & 7B stay at department level – summarized in their letter

Department Committee completes form for Provost Award for Innovation in Teaching \bullet





Morgan (2014) Science

Inputs	Activity	Output	
Research funding	<text></text>	Publications Prototypes Software Datasets Patents, Products, Services New Companies Exhibition/Performance	Gra Cita Lica Up Ins



Outcomes

- raduates
- tations
- cense Income
- ptake of Devices, struments

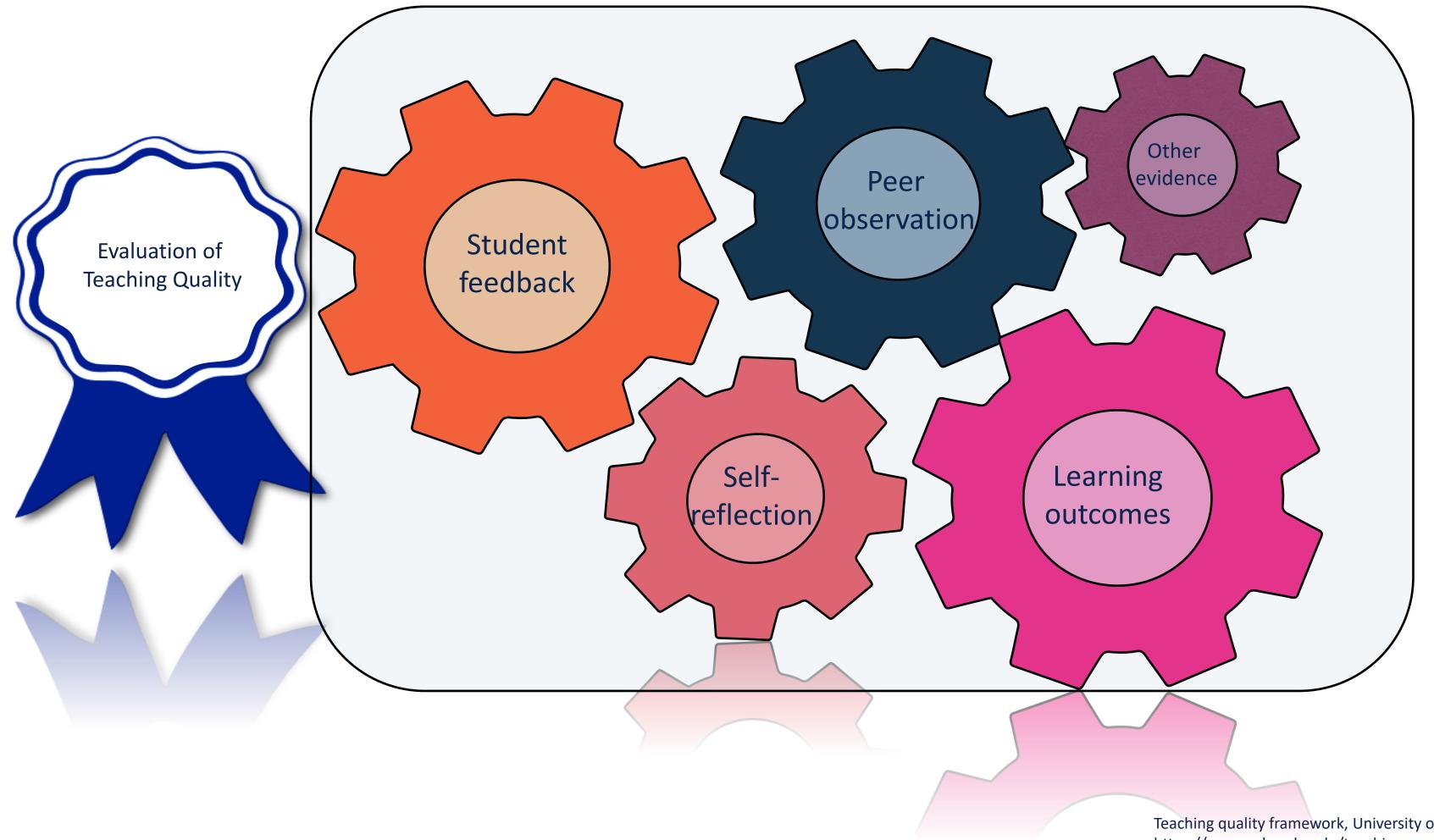
Environment Health/Well-being Education Society Economy Higher Quality Workforce Better Decision Making

Impact

Evaluation of Service







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

HF I INIVERS OF ARIZONA

UACPT (Promotion and Tenure) –

Committee of 12 faculty representing all Colleges across UArizona



Engineer

"[it is] a privilege and a distinct" pleasure to learn about all of your amazing accomplishments! **Good luck!**

In terms of Curriculum Vitae . . .

- Be clear about accomplishments in rank versus previous career stage ullet
- Be clear about scholarly activities involving trainees (undergraduates, ulletgraduate students and postdoctoral fellows)
- Be specific, accurate, clearly distinguish funding from local versus federal \bullet sources; highlight honors; categorize service
- Spellcheck





- Candidate Statement This is your opportunity to shine!
- Accessible limit jargon please!
- Balanced: appealing to experts that write evaluation letters and clear to non-experts
- Most compelling dossiers integrate research, teaching and service \bullet
 - How do each of these components inform the others? \bullet
 - How do they synergize? \bullet
- Speak to how your accomplishments meet the expectations and support the mission of the unit \bullet
- What is the impact of your activities? \bullet
- UACPT/UACCSP can only evaluate the dossier in front of them, so be comprehensive, make no \bullet assumption about what the committee knows





External evaluators

- Be informed about the process

Pay attention to procedural issues

- Arms-length •
- No collaborators
- No conflict of interest



UACPT/UACCSP relies on external letters comments!

Ten Tips for Successful P&T Viswesh V, Hassell K, Coyne L, Erstad BL. AJPE 2021;85:Article 8414







Track Achievements in Detail in the Format Required for **Promotion and Tenure** Application

Seek Out Faculty Guidance on **Promotion and Tenure** 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



Dr. Andrea Romero Vice Provost



Tara Chandler Assist. Director



Jennifer Martin Interim Assoc. Vice Provost



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