THE UNIVERSITY OF ARIZONA
College of
Information Science

1103 E. 2nd St.
Harvill Building, Room 409
P.O. Box 210076
Tucson, AZ 85721

520-621-3565
infosci.arizona.edu

Procedures and Criteria for Promotion and Tenure of Tenure-Track/Tenured Faculty
College of Information Science
University of Arizona

All faculty evaluation in the College of Information Science occurs in line with the guidelines set forth in the University Handbook for Appointed Personnel (UHAP), section 3.3. Probationary reviews will follow the same procedures, although the criteria for evaluation will reflect the individual faculty member's time in rank.

The College of Information Science is an academic unit founded on the interdisciplinary study of information. Recommendations for promotion and tenure should be congruent with related practices prevailing in outstanding schools of information science - iSchools - as well as general norms and practices in the field. Given that information science research is often interdisciplinary, and work may be disseminated in diverse locations and in diverse forms, the final evaluation of a candidate will be based on the academic quality, quantity, and impact of the work, independent of its disciplinary or substantive content.

The overriding criteria for granting tenure is the quality, quantity, and impact of the candidate's research, teaching, and service/outreach and the promise of continued excellence. In addition, coherence of the candidate's work in research, teaching, and service/outreach is an essential component of excellence. Coherence is demonstrated by an agenda of research, discovery, and creative activity that focuses on building and refining knowledge in one or two key areas, by the incorporation of the candidate's research into teaching activities where appropriate, and by providing service/outreach to the community, to the profession, and to the institution, related to the candidate's research area when possible.

Please review UHAP 7.01.01 on Professional Conduct.

Procedures
The evaluation process will begin with interaction between the candidate and the unit Dean or Associate Dean of Faculty Affairs who then appoints three-person Faculty Status Committee(s), FSC, to organize and administer the process (see UHAP guidelines) for each candidate up for review in that given year. The members of the FSC must be rank-eligible (that is, at least Associate Professors with tenure for cases of promotion to Associate Professor, and at least Full Professors with tenure for promotion to Full Professor). The FSC deliberates and writes a report which is sent to the Dean who reviews the report along with the candidate's dossier to be incorporated into the Dean's recommendation to the Provost's Office for University-level review and approval.

Any questions regarding faculty participation in these reviews will be handled by the Dean's

office as necessary, to ensure compliance with UHAP and university guidelines and expectations. Faculty are encouraged to attend informational workshops, and to browse documents and websites like the UA Guide to the Promotion Process, the UA Faculty Affairs site on Promotion, and the policy page on promotion and tenure managed by UA Human Resources.

Evaluation Criteria

Research, Creative Activity, and Publication

The research function of the University requires faculty members to be actively engaged in the expansion of the frontiers of knowledge, in the application of new knowledge, and/or in the integration of knowledge from various disciplines. Scholarly activity is essential for tenure-track faculty membership at the University of Arizona. While scholarly activity is not a sufficient requirement for promotion and/or tenure, it is a necessary requirement, and without a record of excellent research neither promotion nor tenure will be possible.

Quality and impact are demonstrated through an appropriate combination of the following:

- a sustained and coherent body of peer-reviewed scholarly and creative work (including journal articles, books, exhibitions, conference presentations, performances, inventions, software, etc.),

- external recognition by outside sources as reflected by grant, fellowship, or donor financial support,

- external recognition by outside sources as reflected by adoption and use of one's research and creative work,

- scholarly comment as reflected by invitations to contribute to scholarly publications, invitations to speak at scholarly and outreach activities,

- citation and re-publication of one's research and creative work in both scholarly and practitioner publications,

- awards for one's research and creative work,

- influence on subsequent research and creative work by other scholars.

We encourage our faculty to publish in journals with academic standing that are likely to have the greatest impact on the scholarly community. These may include, but are not limited to, those that are highly ranked, either in the field as a whole or in the candidate's research area, by sources within the field and beyond. For example, journals of such standing include, but are not limited to, those that are highly ranked by the Institute for Scientific Information, Google Scholar, Scopus, Journal Citation Reports/Web of Science, or similar indicators

Given the interdisciplinary nature of the field, appropriate journals may also be peer-reviewed journals in other fields (depending on the candidate's research area). In addition to peer-reviewed journal publication, other peer-reviewed and non-peer reviewed publications (e.g., refereed conference proceedings or invitational publication in relevant journals) may be used as part of

the case for quality and impact. We encourage candidates, in their personal statements, to discuss how their choice of publications and scholarly venues maximize their impact in their field and scholarly communities. In other words, candidates are encouraged to highlight their best work and to explain the rationale for their publication choices. Candidates are also encouraged to articulate their role in collaborative projects. Finally, many other forms of creative scholarly activity are also considered to reflect quality and impact. These include (but are not limited to) the publication of authored scholarly books at university presses that utilize blind review, juried or peer-reviewed exhibitions and conference presentations (which in some research areas such as artificial intelligence, may be as competitive, or even more competitive, than journal publications), inventions (such as patentable software) and interdisciplinary or multi-media 'juried' performances in national and international venues. Work in which the candidate has played a primary role and that is part of an original research program will be given particular attention.

The guidelines above constitute general guidelines, not an inflexible template. However, all faculty members should be striving to produce work that is likely to have the greatest impact on the scholarly community, and to exhibit metrics that can speak to that impact. The FSC, external evaluators who write letters for the FSC, and rank-eligible faculty will seek evidence of strong research productivity. All research activity will be examined in context to arrive at an evaluation of quality.

Teaching
The instructional mission of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in physical and virtual learning environments, through interaction with students and through professional modes of publication (in the widest sense). Teaching is a fundamental aspect of the College's mission. We strive to provide our students with interesting, highly relevant instruction reflecting contemporary information science and related research, and to mentor and advise students wisely.

In evaluating teaching performance, we highlight the following:

(1)   Quality of Teaching includes, but is not limited to, exhibiting a strong motivation to engage students in the learning process, bringing to the classroom (both physical and virtual), and other learning environments, the latest discoveries, techniques and pedagogical approaches from information science and related fields, engaging the students, according to their capacities, in the current discourse and debates within from information science and related fields, enabling students to articulate issues and solve problems on their own, being available outside the classroom for further instruction and advice, advising and mentoring students at all levels, supervising independent studies, and supervising graduate-student research.

(2)   Extent of Teaching includes, but is not limited to, the number of courses taught, the number of students taught, the number of differing delivery formats used, the number of advisees, the amount of service on student committees, the number of student advisees, and engagement in other forms of student contact and mentoring.

(3)   Peer review of course designs, materials, and classroom performance includes, but is not limited to, examination of syllabi, exams, assessments, and other course materials, and direct observation of physical and/or virtual classroom instruction. This evaluation will take into account whether the instructor is addressing the College's curricular objectives, serving the courses' stated learning objectives, and developing or formatting content appropriate to students' needs and abilities. Creative innovations that enhance learning for students will be viewed positively. Receipt of teaching awards is also evidence of teaching excellence.

(4)   Student perceptions of performance will be measured using standard University evaluation forms completed by students. These will be interpreted in the context of School and University norms. Other evidence of student perceptions of performance such as demand for courses offered by the candidate, or relevant data gathered through the College's learning outcome assessment processes, will also be considered.

(5)   Contribution to teaching in the discipline includes presentations and publications on pedagogy in information science. It also includes the sharing of teaching materials through open access databases and the Internet. The use of such materials by other academics is evidence of teaching excellence.

In evaluating teaching performance, the College will consider performance as a whole, and assess performance in light of instructional context. Contextual factors to be considered include, but are not limited to, number of students per class, whether courses are required, course content, and course format.

Consideration of context allows the College to evaluate a candidate's teaching of any course in light of the conditions and challenges confronted in that course and in the overall course load. In addition, the College will consider other factors that may impact how an instructor is perceived.

In service to the evaluation of teaching, candidates should provide representative syllabi, class handouts, assignments, examinations, and other documentation, across the spectrum at which the candidate teaches (e.g., core courses, upper division courses for majors, and graduate courses). The materials provided should reflect the candidate's teaching objectives, organization, and style. The candidate may also include evidence of effectiveness as an academic advisor and/or mentor to advisees through narrative description. For further details, see the University guidelines on Teaching Portfolios for Promotion and Tenure dossiers.

Service/Outreach
Service includes: service on College or University committees; service to professional associations; and service on public committees where faculty disciplinary knowledge is required. Outreach is a form of scholarship that cuts across teaching and research activity. The application of one's expertise to issues in the professional and wider communities is encouraged and often generates research ideas and contributions.

At a minimum, service includes regular attendance and active participation in faculty meetings, and active service on standing and ad hoc committees. Service includes timely response to

appropriate requests for information and participation in functions such as graduation, awards ceremonies, receptions, or fund-raising efforts. Outreach includes activities such as identifying problems and opportunities and seeking solutions as well as contributing to the professional and wider communities by offering pro bono consulting, providing public presentations, suggesting resources, and the like. It also includes editing, publication in professional trade and association magazines, publication of books at trade and association presses, reviewing, and other forms of service to the broader academic community. Service/outreach should occur at the level of the College, the University, the community, and the relevant academic disciplines.

Evaluations of service will consider not only committee memberships and attendance, but also the quality of service. We will consider the benefits from the candidate's efforts. Finally, we regard contributing positively to our collegial environment as an essential aspect of service.

Specifically, candidates for Promotion & Tenure (P&T) are expected to meet the following criteria for rank at which promotion is sought:

	Assistant to Associate Professor	**Associate to Full Professor**
Teaching	For promotion to Associate Professor, candidates should be engaged in educating individual students at the highest level of the information science field (as characterized above).	For promotion to Full Professor, candidates should be engaged in educating individual students at the highest level of the field. In addition, candidates should be providing evaluation of the teaching effectiveness of other faculty, should be directing master's and doctoral work (where appropriate), and should be contributing to more effective unit teaching approaches for the College as a whole.
Research	For promotion to Associate Professor, the evaluation of a sustained and coherent research agenda will include but not be limited to the following recognitions: significant publications that have received attention in the field, a sustained or consistent research trajectory over time, an ongoing presence at national and international conventions, and evidence of credible attempts to secure grant funding (if such funding opportunities exist in the candidate's research area).	For promotion to Full Professor, the faculty will look for a significant body of research that is widely recognized in the discipline. This should include publications in major journals, credible evidence of attempts to obtain grant funding (if such funding opportunities exist in the candidate's research area), and the development of an identifiable and recognized scholarly identity in the field.

Service	Assistant Professors are not expected to contribute the level of service expected of tenured faculty. However, evidence of involvement in the College and a willingness to serve at all levels should be present by the time of the tenure review.	Associate Professors are expected to contribute a high level of service to the College as well as contributing nationally and internationally to their fields of research.

College of Information Science Promotion Review Timeline

ACTION ITEMS TO BE COMPLETED BY:	DESCRIPTION OF TASK	DEADLINE FOR SUBMITTAL
Faculty Candidate	Confirm with AD,FA their intent to submit P & T dossier for review	3/30/24
Faculty Candidate for P & T	Create list of collaborators and also list of 3-6 potential Independent Evaluators. Send list to Dean and AD, FA.	4/3/24
Faculty Candidate for P & T / College P & T Coordinator	Schedule **Peer Review of Teaching** for Dossier.	5/1/24
College P & T Coordinator	Create promotion case in RPT using College template.	4/15/24
College Dean	Appoint College Faculty Status Committee, FSC, for each faculty candidate	5/1/24
FSC	FSC prepares list of Independent Evaluators (up to 12 overall, to include a list of 3-6 names provided by the Candidate) and works with AD, FA for COI review.	5/7/24
College Dean / AD, FA	Invite Independent Evaluators using informal materials to coordinate and confirm required external evaluators.	5/10/24
Faculty Candidate for P & T	Candidate prepares **CV and Candidate Statement** portions of the promotion dossier. Works with College	6/1/24

	P & T Coordinator to upload dossier to RPT.	
College Dean / College P & T Coordinator	Letters requesting review are sent to Independent Evaluators are sent.	6/1/24
Faculty Candidate for P & T	Candidate prepares **Teaching Portfolio and remaining portions** of the promotion dossier. Works with College P & T Coordinator to upload dossier to RPT.	8/1/25
College Dean / College P & T Coordinator	External Evaluator Letters returned and uploaded into RPT	8/31/24
College FSC	Review dossier and submits FSC report and recommendation in RPT. Dossier is then delivered to the College Dean.	10/18/24
College Dean	Review dossier and College FSC recommendation. Submits College Dean's letter and recommendation to Provost.	1/17/25