

## Career Advancement Workshops

### Going Up for Full

**Wednesday, February 6, 8-9:30 am, Marley Building, room 230, [RSVP here](#).**

This workshop will include panel and table discussions of how to document your programs of work. We will discuss how to document your leadership of administrative and service initiatives to demonstrate impact. The discussion will take note of [The Modern Language Association's Standing Still survey](#) of the career patterns of associate professors, including female faculty. Female faculty sometimes face disproportionate service demands that can delay advancement to full professor, as discussed in [The Ivory Ceiling of Service Work](#) and in broader accounts of the challenges facing mid-career faculty such as "[Why are associate professors so unhappy?](#)"

### Making a Statement

**Monday, February 18, 11:30-1 pm, Old Main Building, Silver and Sage Room, [RSVP here](#).**

To get started on preparing the Candidate Statements that introduce Promotion Dossiers, participants in this workshop will work in small groups to discuss sample Candidate Statements. [Candidate Statements](#) are vital to outlining the impact of candidates' service, teaching, and research. They play an especially important role in documenting the sorts of community-based scholarship, partnerships, and outreach that are highlighted in our [Inclusive View of Scholarship](#). Candidate Statements provide an opportunity for associate professors to discuss their institutional leadership and impact.

### Preparing the Promotion Dossier

**Tuesday, March 12, 3-4:30 pm, Old Main Building, Silver and Sage Room, no RSVP required.**

The Annual Workshop on Promotion, Tenure, and Continuing Status provides an overview of the review process for candidates, committee members, staff, and administrators. We will review the parts of the dossier and the ways they can be used to document and assess the quality and impact of candidates. To get the most out of the workshop, participants should review our [Guide to the Promotion Process](#) and the Promotion Dossier template.

### Using Portfolios to Document Impact and Leadership

**Thursday, March 21, 8:30-10 am, Old Main Building, Silver and Sage Room, [RSVP here](#).**

The University's [Inclusive View of Scholarship](#) recognizes the integral relations among research, teaching, service, and outreach. To enable candidates to document their broader contributions, promotion dossiers include [teaching portfolios](#), [protocols for classroom observations](#), and [an optional service and outreach portfolio](#), which candidates can use to document their broader leadership. In this workshop, we will also note our [support for preparing teaching portfolios](#).

### Promotion Opportunities for Career Track Faculty

**Wednesday, March 27, 2:00-3:30 pm, Old Main Building, Silver and Sage Room, [RSVP here](#).**

UHAP Chapter 3 was recently updated to clarify promotion processes and possible timelines for career track faculty. This workshop provides a hands-on opportunity to learn about resources and strategies for engaging in conversations with supervisors about promotion. The Faculty Senate's Nontenure Track workgroup will discuss [some of the issues](#) that have been raised by faculty across campus, and go over the kinds of materials you may want or need to prepare for a promotion review. Additionally, experienced heads will offer advice on how to use the promotion review process to document your contributions and effectiveness.

**Designing Effective Courses for Diverse Learners****Thu, March 14, 12-1:30, Student Union, Sabino Room, Level 3, [RSVP required](#)**

*Presenters: Mascha Gemein, Office of Instruction & Assessment, and Diedre Lamb, Disability Resources Center*  
Students from a wide range of backgrounds who have different learning preferences, languages, and disabilities are enrolling in the University in increasing numbers. Students from diverse backgrounds raise questions about cultural assumptions and modes of instruction that can help us expand our understanding of effective teaching. Universal design and backward design offer conceptual frameworks for making classes clearer, more accessible, and more flexible, while maintaining academic rigor and minimizing the need for individual accommodations. Join us to discuss how you can design more inclusive courses and classrooms.

**Reducing Unconscious Bias & Micro-Aggressions in the Classroom****Thu, March 21, 12-1:30, Student Union, Sabino Room, Level 3, [RSVP required](#)**

*Presenter: Laura Hunter, Office for Diversity & Inclusive Excellence*

Given increasingly diverse classrooms, how can faculty and instructors reduce unconscious bias and micro-aggressions? Unconscious bias is pervasive, with nearly all people displaying unintended biases towards certain groups. After a brief introduction to the research, we will consider strategies for addressing students' unconscious biases and micro-aggressions and offer teaching and assessment strategies that reduce the impact of our own unconscious biases.

**Microaffirmations for Student Success****Thu, March 28, 12-1:30, ENR2 Building, Room S107, [RSVP required](#)**

*Presenter: Cynthia Demetriou, Student Success and Retention Innovation*

American historian, playwright and social activist, Howard Zinn, wrote, "Small acts, when multiplied by millions of people can transform the world." The microaffirmations framework for student success contends that small acts, when multiplied by hundreds of people, can transform a school. Learn how microaffirmations inform students' sense of belonging and advance student success, retention, and degree completion.

**Serving Our International Students: Perspectives on Different Classroom Expectations****Thu, April 4, 12-1:30, Old Main, Silver and Sage Room, [RSVP required](#)**

*Presenters: Veronika Williams and Tahnee Bucher Barbosa da Silva, English as a Second Language*

We will explore the pedagogical and cultural implications of the fact that the University now has more international students than ever. This workshop will compare typical US classrooms to classrooms in other countries to help the audience understand the different approaches to education. Suggestions will be offered to bridge the gap between styles and build understanding between people to help classes run more smoothly. These suggestions also help address differences in personality and learning style.

**Earn a [Leader in Classroom Diversity & Inclusion](#) certificate by attending all four Diversity in the Classroom workshops! Details:**

- Upon successful attendance of *all four workshops*, attendees will earn a certificate delivered via email.
- Attendees must RSVP prior to the event using the RSVP links.
- Attendees must be present for the entire workshop, signing both in and out.
- Workshops do not qualify for academic credit.

<https://diversity.arizona.edu/diversity-classroom>

For all questions, questions about access, or to request any disability-related accommodations, please contact Laura Hunter at [lahunter@arizona.edu](mailto:lahunter@arizona.edu).